

SCHOOL ACTIVITIES

The National Extra-Curricular Magazine

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As the Editor Sees It—

The football season is over but it will not be long before another one is immediately before us. So let us begin to face the increasingly pressing and important issue of whether or not interscholastic football shall become established in the junior high school. There are those who want it and there are those who do not want it. The possibility of personal benefits to the players vs. the development of material for the senior high school team appears to be the basic conflict. Maybe these two can be reconciled. Maybe. In any case, let's be cautious. It is easier to prevent the establishment of a policy than it is to discontinue it, once it is established.

Smaller football, newer rules, trickier plays last fall. For what purpose these? Greater educational benefits for the players? Larger crowds and increased financial profits? One guess only!

"There were more riots at interscholastic football games this fall than ever before in the history of the sport," stated a well-informed individual a couple of weeks ago. Larger crowds, a more spectacular game, general restlessness, and an increasing demand for "freedom" are a few of the contributing factors in the development of these disgraceful and uncompensated disturbances. The basketball season is now under way. An intelligent and intensive program of education in good sportsmanship, for both players and spectators, should help considerably.

Three editorials in a row on the same general topic. Bad policy, usually, but we believe that it is justifiable at this time.

The greatest percentage of student

drop-outs come at the end of the freshman year. Why? Because these students are "dumb"? Perhaps to some extent (using our limited and academic definition of "dumbness"), but mostly because they have not been assimilated. In the elementary school the eighth grader is in the highest grade, is most respected, knows his teachers and schoolmates well, and has a comparatively simple schedule. In the high school this situation is reversed. He is in the lowest grade, is the least respected, knows few of his teachers and schoolmates, and has a complicated (for

him) schedule. His morale, at a low ebb anyway, is further decreased by the hazings and humiliations he receives at the hands of the upper classmen. So little wonder he drops out at the first opportunity. The freshman, more than any other high school student, needs sympathy and assistance. A sensible program of assimilation through such devices as pre-entrance visitation, the home room, assembly, handbook, big brother and big sister, receptions, welcomes, freshman week, etc., should not only help him directly but also assist the development of a cordial attitude on the part of the other students. What an opportunity for the student council!

What an ideal time for a program of thrift education; not merely a schedule of saving pennies but a comprehensive program of saving money, health, materials, time, and of spending, investing, and giving!

A two-headed anomaly belonging only in an educational museum—a "director of guidance" who is also "officer of discipline."

School Activities Magazine

*wishes you a happy,
eventful, and
profitable
New Year*

A Laboratory for Character Education

J. F. Findlay

ACTIVITIES have long been considered on many campuses as an evil to be endured. Their potentialities for assisting the educational processes have seldom been recognized and have been utilized still more infrequently.

There is good cause for this attitude. The history of extra-curricular affairs is one of excesses, of mismanagement, of student graft, and of trouble for the faculty and administration in all too many instances.

Not the least of the responsibility for these unfortunate experiences can be laid to the short-sightedness of school administrators. They have permitted these organizations to develop without adequate justification in some instances, without careful planning at their inauguration for a constructive future policy and without a reasonable liason established between them and the responsible authority of the school itself. The result is our present picture of school activities in which so much misunderstanding exists between student and school administrator, in which no satisfactory educational philosophy evidences itself, and in which the practical results of participation in the organizations themselves are so often futile and valueless.

It is time for high schools and colleges to scrutinize that part of their program which has to do with extra-curricular offerings. Curricular development has gone on apace, but extra-curricular evolution has lagged far behind. We need release from our inhibitions. Once released, we should determine to find new ways to give this important educational field its correct place in the academic universe. The following suggestions are offered toward that end.

1. Change our present point of view toward activities.

We need a new philosophy for extra-curricular affairs if any important and lasting change in the present status is to be expected. The present attitude that these affairs are a necessary evil has nothing to recommend it. It is destruc-

tive in its spirit and encourages misunderstanding and devisiveness between students and administration. The present point of view that extra-curricular affairs are unimportant either ought to be carried out to its logical conclusion with the elimination of such affairs from the school calendar, or their proper importance ought to be admitted freely and plainly advertised. No modern school would follow the first alternative.

The second, therefore, is the only honest and reasonable position for administrators to take. But it involves still another attitude. It requires an acceptance only of those school activities which have something constructive to recommend them. Not all extra-curricular organizations have reason for existence. Let those that have no such reason receive a speedy death sentence. We have far too many organizations of this type in our schools.

The organization which has little to recommend it is a serious handicap for those which are constructive. The latter ones are judged as much on the reputations of these "black sheep" as on their own. This situation is one explanation for the bad repute extra-curricular affairs have in some institutions.

2. Eliminate the selection of leaders on a basis of popularity and instead, choose them on a basis of ability.

Membership in student activities too frequently is based upon the personal likes and dislikes of those who do the electing of new members. Anyone who has been a member of these orders or has worked intimately with them knows that many an excellent potential member is passed by in favor of an individual who really possesses less ability. The reason? The lack of a policy of careful selection on a justifiable basis for membership plus the effectiveness of personal popularity rather than real ability when student judgment operates without let or hindrance.

There are of course, organizations whose history will show fine exceptions

to this statement. But a survey of any school having a considerable number of student activities operating on a basis of self-perpetuation without well-defined criteria in choosing new members, will quickly show that many new members are chosen on the basis of personal popularity.

Oftentimes this personal popularity, it is true, is founded upon a reputation for intelligence, effectiveness in student life, and actual qualities of real leadership. When it is so, such a new member—though elected upon a popularity basis,—is likely to be a satisfactory addition to the group.

The best candidates for membership are those who are actively interested and have personal talent of the kind needed by the organization.

The number of one's friends in an organization should not be the criterion for election to it.

An individual who wins membership solely because his friends in the group are sufficiently numerous to elect him, is likely to be a millstone around the neck of the organization.

When any considerable number of such individuals become members in a student activity that activity either needs to be purged of their influence or it needs to admit it has signed its own death warrant and therefore would do well to turn in its charter.

Joining an organization on a popularity basis never helped either the individual or the group. The individual may have a longer list of 'honors' after his name in the school year book, but to the discerning observer it does not signify he is a dependable leader. The organization gives away its priceless possession of reputation and prestige to such an individual and gets nothing in return.

It is easier to make the above suggestion than to carry it into action. Toward the end of making the suggestion practical the following ideas are offered:

A. Student-Faculty cooperation should be established in all significant student activities. Thus, if a faculty sponsor is working effectively with a student organization his counsel ought to have an important weight in the election of new members. If he is chosen wisely, his activity will be in the form of guidance. An arbitrary order issued from a faculty sponsor on rare occasions may be a neces-

sity, but more often than not force of this kind exerted only succeeds in drying up the stream of good-will between faculty and students. Significant suggestions, properly placed by wise faculty sponsors can do much toward the elimination of popularity as the sole criterion for extra-curricular success.

B. Care shown in the details of the charter given to a student organization will repay itself many times over. That portion of a charter which has to do with the way members and officers are elected should have careful scrutiny at the time it is being written. Often it is not too late, even after a charter has been granted, to revise important paragraphs.

C. Ideals for membership cannot be achieved by one hour of cultivating student leaders in whose hands rests so frequently a considerable portion of the outcome of a new election of members. Oftentimes a long period of re-education is necessary. It is not easy to show to student leaders that the boy or girl who does not have a strong popular following is frequently the individual who will do the best job in office. Young people in school need to learn discernment in judging the potentialities of a fellow student. They need to learn in particular that the acclamations which are given the popular idol are not necessarily a satisfactory yardstick by which to measure him.

3. Make extra-curricular participation a practical laboratory in which to "follow up" the work offered in class-room lectures. Schools of journalism have long since discovered that the school paper, the year-book, and other school publications are excellent vehicles for putting into practice the principles taught in the class-room. Departments of dramatics have found that their work cannot be done without practical expressional opportunity. Departments of speech know that debates, forensic exercises, literary societies, and student forums are important avenues through which their work can evidence itself. Departments of civics and government are just beginning to realize that student-participation in the control of school affairs can be a most valuable laboratory for the demonstration of problems of citizenship.

Nearly every department in a high school or college can make use of this technique. It has educational possibilities as yet unknown and untapped. It can

give new life to subject matter once thought by students to be unrelated to life.

It offers to students the privilege of demonstrating the power of student initiative and it provides instructors a motivating force in making their course materials effective which, properly utilized, can be second to none. Most important of all, this combination of classroom instruction with extra-curricular participation combines in an ideal way the best method for the all-round development of the student.

4. Realizing the significance of extra-curricular activities in a program of character education.

Student habits are not best learned by listening to class-room lectures. Students may well enough receive in the class-room motivation toward the establishment of such habits. But habits which demonstrate themselves in character come only by repetition and experience. The student must experience the situation in order to make the problem an integral part of his personality. What better way to

provide the experience than through controlled extra-curricular affairs?

Observers of student life are inclined to believe that the character forming influences coming out of the give and take of the student created environment are greater than those coming out of the somewhat artificially created situation of the class-room. The effect of student opinion upon the individual's mores, the conscious or unconscious acknowledgment by the student of the group ideals, the desire to stand well in the good graces of other students, and the demand upon the individual to live up to well-established campus customs are all phenomena in the field of character education which have been noticed by student workers.

If, then, these forces are at work whether we will or no, does it not stand to reason that we will do well to harness them to the cause of character education? No better way presents itself than by means of a carefully developed program of student participation in extra-curricular affairs.

J. F. Findlay is Dean of Men at the University of Oklahoma, Norman, Oklahoma.

The Cart before the Horse

V. H. Culp

IN YE ANCIENT horse and buggy days one of the standard jokes about unadulterated ignorance was regarding the greenhorn who got the cart before the horse. With myriads of city-dwellers the humor of the situation is unintelligible, but modernized it may be said in passing that the trailer follows rather than precedes the automobile. Of course there's a difference, but what's the use, you can't give an inexperienced throng a liberal education in causes of pioneer laughs in a sentence or two.

In the school world ridiculous situations, at least for the layman, are not so easily discerned, but the educator knows that in many instances the cart is in the

wrong place. And because of the fact that schools deal with human relationships the seriousness of the situation cannot be dismissed with boisterous peals of laughter. The happiness and success of millions of human lives are at stake in this great educational experiment in America. The mistaken and illogical policies perpetuated by the uninformed should be expunged from the records before irreparable loss of opportunity will cut short the future success of oncoming America.

In approaching the anomaly, it is desirable that the reader and the writer agree on three fundamental axioms as a basis for the discussion. They are so simple and in accord with horse sense that

the acquiescence of the reader is taken for granted.

First. Education is for the purpose of preparing young folks for life.

Second. It is desirable to have education coordinate with life activities as much as possible.

Third. In times of depression, the frills should give way to the things which are fundamental.

It follows then that during times when prosperity is trying to avenge abuses of the past by sulking around some obscure corner, expensive luxuries, even though they are desirable in good times, must give way to materials that function more directly and causes less worry to a diminishing cash account.

Armed with the aforesaid maxims, the educator and school officials should be able to guard themselves against the kind of educational butchery which has crippled the schools of the nation. Drastic reductions have been made in many school systems without any regard of the future of the state.

Naturally the old question rushes to the front, "What learning is fundamental and which part of the curriculum belongs to the fads and frills division?" If the utilitarian gauge is to be used many recent changes will have to be violently condemned. Life is a different proposition today from what it was when curriculum quacks were in the duckling stage. With unemployment, shorter working hours, leisure time activities, avocations, desirable cultural accomplishments, etc., the school must turn its back to the classical memories of the departed Middle Ages. According to the rules accepted in this paper, the luxuries which could be dispensed with in these troublesome times because they do not coordinate with life are the favorites of tradition. Certain powerful forces have regimented the school world and forced it to accept these favored subjects as basal to a liberal education. The list is not long and in the opinion of the writer would include Latin foreign languages as taught in most schools, mathematics above algebra as a general requirement, interscholastic athletics, and many of the so-called courses in English. The courses that are really closest to life situations are the lowest in per capita cost, and have a body of knowledge and practices that have as much cultural value as any. Perhaps the

last phrase has not been proved but neither has it been disproved. Music, art, domestic art and science, physical education, forensics, dramatics, and vacation schools have been the victims of unscrupulous reductions in curriculum offerings. They felt the sharp edge of the ax because they were the last to be admitted into the curriculum and because they offer too much enjoyment to the people who participate. It may be added that to the shame of business, alleged exponents of big business insisted on these misguided school economics. Take art, music, and the household subjects—they have been the most effective advertising agents of business. They are in many instances the basis of business expansion and are responsible for the modernizing of American homes. Styles of clothing, kinds of cloth, decoration of homes, varieties of food, and types of furniture are largely the result of high school courses in the household arts and sciences. With the elimination of the courses that have suffered the venom of the oppressed taxpayers, business will receive a set-back that it can not overcome in a generation. The so-called extra-curricular subjects touch life at all corners and definitely prepare the pupils to participate in life's varied fields of endeavor. Some of the traditional subjects cannot justify their existence on any but highly imaginative grounds. If they correlate with life, it is so indirectly that life is seldom cognizant of the relation.

In pre-historic times the human family found it difficult to supply the most primitive demands of human society. As man has emerged from savagery and become master of his environment, the hours of necessary labor have been gradually reduced to the extent that man today has more hours for leisure time than are exacted in toil. Education for leisure time is very important, for if leisure time is not used wisely, the quantity and quality of vocational and general training will not be an asset to the individual or the nation. Because our education has been one-sided, crime, drinking, gambling, speeding, jazz and cheap literature have taken the place of the cultural heritage of the race. Youth is not to blame for its lack of vision, for education has not fitted young America to meet the problems of a new age. The subjects dubbed extra-curricular offerings have more character

forming aspects than some of the more ancient subjects and certainly give a high grade of social training. The leisure activities of a people are an authoritative index of culture. If school authorities would cease playing hide-and-seek with disgruntled taxpayers and business men, they would check out a different set of subjects, if such action were really necessary. The subjects that are in disfavor in so many places are the leisure and household accomplishments of the race at its best, and at the same time they have many practical applications. These subjects have been the particular pets of the young people from their first introduction. This is a wholesome sign,—the youth of the nation are not as depraved as they have been represented to be.

Yes, the horse has been in the wrong place. The cart should follow old Dobbin if progress is to be made. In a like manner some of the less practical subjects should follow rather than lead the most desirable school subjects and some of those eliminated should be the last to be cast out. Education, it should be remembered, is for the purpose of educating youth to meet the complex situation of a changing social world. Now that we have the carriage in the right place, let us drive on to greater accomplishments, a higher type of manhood and womanhood and an appreciation of art and music that this nation has never enjoyed. Few subjects are more closely related to citizenship than debating, music, and art. They give training in fields of endeavor that have too long been neglected in a pioneering nation. Business and the over-burdened taxpayers need to know that the per capita cost is much lower in the less for-

mal subjects that have agitated the spleen of the new cult of curriculum surgeons. The nudists are in rather bad repute in some neighborhoods. But if they practice their fresh-air antics behind stone walls or in regions protected from the public gaze, they injure no one except themselves, and then only when extreme weather conditions exist. The curriculum buccaneers, however, want to limit the offerings of the school children without an evaluation of subjects, cost of administering, or value to the race. If it is desirable to retain Latin, the foreign languages, and other subjects of doubtful utilitarian value, it is the inherited right of taxpayers, but they certainly should not kick out subjects which are closely related to modern life. The trouble is that the horse is in the wrong place. Perhaps we had all better have a good laugh and place man's faithful servant in a proper position. The extra-curricular subjects are the results of modern civilizing activities, and desirable leisure time interests; they are the bulwark of culture and citizenship. If amputations in curricular offerings must be made in the interests of economy, let us remove the vestiges of medieval scholasticism first and retain the newer subjects that are an expression of human needs in an ever-changing civilization.

In the interests of a consumptive pocketbook and a brighter tomorrow, the horse should be hitched up right in preparation for the day when Dame Prosperity shall again smile on an enlightened and happy people.

H. V. Culp is Director of Rural Education at the Northern Normal and Industrial School, Aberdeen, South Dakota.

Guiding Student Buying

A. J. Huggett

Introduction

IN EVERY high school it is customary to buy certain merchandise for resale to students. One finds all kinds of articles

so purchased. A compiled list of such merchandise would include, in many cases, such athletic goods as basket-ball and football shoes and school sweaters; such

instructional equipment as books, pencils, notebooks, pads, and laboratory aprons; such graduation articles as individual photos, commencement invitations, and caps and gowns; such miscellaneous goods as class rings and pins, candy bars and magazines. The value of these things ranges from the few cents charged for a pad or pencil to the seven or eight dollars that senior photographs cost. Taken all together, schools are responsible for a number of sales transactions whose total value runs into hundreds and even thousands of dollars during the school year.

Getting Your Money's Worth

A business as large as this one should be handled in an efficient and systematic manner. Pupils must be assured of getting their money's worth and, on the other hand, sales organizations should be assured of fair treatment and a courteous reception. Purchases may not be handled in a haphazard manner or scholars will not be receiving values for which they are paying and honest and reliable firms will not be given the patronage which is their just due. Definite planning is needed in guiding student purchases just as in all other phases of school work.

Narrowing Down the Competition

Each salesman who sells goods to school organizations naturally wishes to interview the group. One cannot grant all of these, however, or the day's schedule will be too greatly broken into. It is usually not practical to call a special meeting of the organizations every time a new salesperson comes along. We have found the best procedure is to set a definite date with the time listed for after school hours upon which occasion all firms of known reliability may have the chance to present their propositions. Sales talks are always limited to ten or fifteen minutes in length. Sometimes there are so many and such varying types of propositions that the class is unable to arrive at a decision in a group meeting. In this case a committee is appointed to narrow the proposals down to about three. The samples are kept over until the next day when a class vote is taken for the final decision. Since pupils are spending their own money, it is desirable that they be given something to say about the goods which are purchased. As soon as the class vote has been taken, the mat-

ter is settled as far as the group is concerned.

Signing Your Name

Signatures of class officers have no legal standing, since these boys and girls are under twenty-one years of age. Salesmen do not usually tell them this, for they would have the officers feel responsible. They probably consider it good business to have them sign because it shows the will of a class even if it gives the company no financial protection.

One of the teachers is always asked to sign the contracts, too. This may be the class adviser, the principal, or the superintendent. The writer has always taken the responsibility for this himself, when he has been serving as superintendent as well as when he was high school principal. It seems wise that the administrative head should know of every obligation which has been incurred. Then, too, one who has had experience is better able to safe-guard the interests of both the one signing and the school.

A good way to protect one's self in signing a contract for merchandise is to draw a circle and write something like the following:

"I agree to be responsible only for the merchandise or the money received for it. I do not guarantee that all goods will be sold."

One may safely sign his name below a statement like the above, although of course, the salesmen do not like it. Some of them get pretty red in the face when one does it in this way. It is the only safe manner of protecting oneself, though, and there is no chance left that one will have to pay for merchandise which has not been called for.

Credit

All requests for credit from pupils must be firmly refused. There will always be many who wish their photographs now but who won't have the money until Monday. If one student is allowed to take his merchandise out under this arrangement, then all the others must be allowed the same privilege. Soon one has promises to pay on hand instead of the goods. Invariably Monday comes and some do not have their money. Before the thing ends, there are usually some pupils who never do have the money, and the man or woman who trusted them has to pay for their goods himself.

Further, if credit is extended, there is

a certain amount of collecting to be done. This is not pleasant, nor should the time of the administrator or his office force be taken for this purpose.

The only solution, therefore, is to sell merchandise upon a strictly cash basis.

Caring for the Money

All cash which comes in in this way may best be taken care of through the regular internal school account. The advantages of this plan are that it relieves one of the responsibilities of caring for the money and that it provides a suitable record of how much money was received and how it was disbursed. The executive can not be too careful about handling money which does not belong to him. So the best way is not to handle it himself but to have students do this through the regular internal school accounting system. If a school does not have a plan like the one suggested it should by all means adopt one because it is the only practical way of taking care of the finances of the school. Without it one has many small financial books each kept by a different treasurer as well as a number of separate bank accounts. This is unnecessary; all funds should be centralized under a single system.

Delegating Work

An executive should not expect to do all the work himself. In fact he should probably do as little as possible of the routine activities so that he will be free to devote himself to planning procedures. The administrator's time is too valuable for him to spend his time selling a few cents worth of paper or collecting a dollar for a ring deposit. All of this detail work should be turned over to some one else. If one does not have a clerk, it is quite possible that older students can take care of this. There are always plenty of reliable boys and girls in every high school who are perfectly competent to handle detail work in connection with student purchases as well as with other things. To allow them the opportunity to look after things of this kind is to give them valuable training in business matters as well as to lighten the load on the administrator. In this connection the rule of the executive should be to turn over every possible detail to some one else. With this kind of procedure student purchases can be handled with but little extra work on the part of the regular school staff.

Approved Articles

Local sentiment makes it advisable for a school not to sell certain articles. One must conform to local regulations and public opinions in this respect even though students would otherwise save considerable money through the ability of the school to sell at practically cost. Each school has to determine for itself just what articles should be admitted and which ones kept out.

We have never found it advisable to sell paper, pencils or pens because we have a number of stores handling these articles. We do handle books because no one apparently wishes this business and it has become traditional for us to sell them. Football and basketball shoes are likewise kept out because of the opposition of shoe merchants. On the other hand there has never been any question in regard to jewelry because we have no regular jeweler in town. Photography, also, has aroused no opposition because we lack a good local photographer. While no one has ever said anything in regard to handling candy, seeds, and magazines, we have felt it was not advisable to do anything with these articles. We found that when candy was sold by students that it was likely to be eaten at all times during the school day. The sale of seeds and magazines involves house to house canvassing which undoubtedly is wrong, as not only will people feel that the school has no business selling goods at retail but they will also believe that students can not be doing their work adequately or they would not have time to do this sort of thing. The Public Relations Program demands that this type of salesmanship be excluded, as only antagonism toward the school can be the result.

The only safe rule is to make a survey of the local situation and then act accordingly. Each community will probably have different conditions to be met in regard to this problem.

Conclusion

Anything that a school undertakes to do should be well handled. This is true of student purchases as well as regular class room work. It is important that pupils receive their money's worth and that the details of purchasing be handled in an efficient manner. Articles should not be stocked which the community will

not approve of and nothing should be done which will in any way arouse antagonism toward the school. Careful planning, in this as in other matters, is the

secret of efficient operation and worthwhile results.

A. J. Huggett is Superintendent of Schools, Lake Orion, Michigan.

How Parents Regard Extra-Curricular Activities

Paul E. Klinedinst

ARE PARENTS convinced that extra-curricular activities are a pertinent factor in the education of their boys and girls?

The scientists in education are sure that the experimental stages have been passed, and the engineers in the field are furnishing them with countless student-tested results to substantiate "activities" as essential. But the attitudes of the parents of the school population in a large measure determine the ultimate success or failure of any progressive move that effects their boys' and girls' education. Therefore, if these activities are to be a necessary part of the curriculum, the present age made up of parents of today must be willing to no longer look upon them as "fads and frills."

A survey of a cross section of the parents of a heterogeneous group of pupils in the Hannah Penn Junior High School in York, Pennsylvania, reveals that they do realize and appreciate the value of this phase of school life in spite of the "economists" who advertise and would have the school believe that John Public does not advocate these "added expenses" in education.

In order to facilitate administration of this study of a group of parents represented by about 36% of the total enrollment of the school, were asked to express their opinions on the particular issues stated in a questionnaire prepared for the purpose of their study. Typical parents of all types of homes, of all levels of intelligence and of pupils who had attended junior high school for at least one semester previously—a heterogeneous group of

parents who should have known what school activities had to offer their boys and girls—were approached.

A copy of the personal letter and questionnaire as sent to each home follows:

LETTER (Copy)

Dear Mother and Dad:

It is the business of the American Public School to introduce students to the realities of life and make them conscious while out of the classroom of the forces that keep constantly changing the conditions of life for themselves and those about them. What your boy or girl talks about and does outside the classroom, in his or her natural relationships, beyond the eyes and ears of his or her teacher, has a molding power that not only reacts vitally upon school work, but is education in itself.

The school names those things which your child takes part in that are not named as class-work, extra-curricular activities. Some examples are home room, clubs, student government, the school paper, music organizations, athletics, assemblies and promotion pageants.

We should like to know your opinions of these activities as they affect your boy or girl, and hope that you will help us by answering the enclosed questions. Kindly return them in the enclosed envelope as promptly as you possibly can. You need not attach your name to the questions unless you so desire.

Many thanks for any assistance.

Paul E. Klinedinst

(A Teacher)

The questionnaire was answered by 321 parents. The questions and answers as indicated below:

Underscore—Feel free to make comments on any question.

1. Do you believe the activities con-

nected with school are helping your boy or girl? *Yes 310. No 8.*

2. Can you name any way or ways? *195 Replies.*

3. Do you think he or she spends too much time on activities? *Yes 18. No. 299.*

4. In your estimation are there too many activities? *Yes 30. No 279.*

5. Do you believe your boy or girl's school class work is affected by taking part in extra-curricular activities? *Yes 26. No. 281.*

6. Would you want your boy or girl to go to school for class work alone? *Yes 14. No. 306.*

7. What thing connected with school does your boy or girl talk about most at home? *297 Replies.*

8. Has your boy or girl demonstrated to you in any way that he or she is more interested in school since entering Junior High School? *Yes 286. No. 24.*

9. Have you visited the school recently and seen your boy or girl taking part in any extra-curricular activities? *Yes 91. No. 226.*

10. Could you find any reason to condemn them? *Yes 16. No. 245.*

11. Name any advantages you saw in them. *108 Replies.*

12. Can you name any activity connected with school at present that you feel is more harmful than good? *187 Replies.*

13. Can you name any activity that ought to be added to school life? *153 Replies.*

14. Do you feel that your boy or girl is making practical use of the training being received in school activities at home, church, or in civic organizations? *Yes 288. No. 17.*

15. Would you say your boy or girl has found new ways of amusement since engaging in school activities? *Yes 282. No 31.*

16. Has your boy or girl become interested in any one thing that he would like to pursue as a life work as a result of taking part in some activity? *Yes 149. No. 137.*

17. Do you think it justifiable for the school to detain your boy or girl after school to take part in activities? *Yes 221. No. 88.*

18. Do school activities interfere with your boy or girl's home duties? *Yes 38. No. 273.*

19. What activity in school would you

say is doing the most practical good for your child? *251 Replies.*

20. Do you advise your boy or girl as to the activities that he or she should take part in? *Yes 135. No. 165.*

21. Should he or she be compelled to take part? *Yes 143. No. 154.*

22. Should all these activities be conducted within school hours? *Yes 137. No. 148.*

23. Do you read the school newspaper each week to see what the school is doing? *Yes 202. No. 102.*

24. Do you read the school news in the daily paper? *Yes 273. No. 40.*

Most of the 324 questionnaires out of the 472 addressed were returned the following day and this result, in addition to the fact that 68.86% of the parents replied, indicated at once that parents were much concerned and interested. The answers to practically every question asked are as the school would have them to be. Except for a very small percentage of negative replies which will always abound even though we could have a Utopia in schools, the only apparent detracting phase of this whole scheme of the extra-curricular venture, as far as parents are concerned, is their lack of knowledge of many of the underlying values. This fact evidences itself most in the failures to reply to certain ones of the questions. But that fact is true of the curricular as well, in spite of its historical background and development.

To begin with, 95.7% of these parents definitely state that extra-curricular activities are helping their boys and girls and specify innumerable ways in answer to that question, 92.3% believe that there is not too much time spent in this field by the pupils themselves, and 86.1% say that there are not too many activities. Quite a few express sympathy for the vast amount of extra responsibility placed upon a teacher. Only 8% of the parents interrogated express a belief that class work is affected by participation in activities but they made no statement as to whether that effect was favorable or unfavorable. Only 4.3% would want their child to go to school for formal instruction alone. In question 7 it is interesting to note that pupils are educating the folks at home as to the value of activities. Out of the 297 replies in which 80.6% of the parents were involved, one hundred and sixty, or 54%, named extra-curricular ac-

tivities as the thing connected with school that is talked about most at home.

Assembly, athletics, gym, club, school paper staff, class work, shop, music, math, basketball, and science, mentioned most often in the order named, give some idea of the curricular and extra-curricular topics of home conversation.

Junior high school stimulates interest in school work according to 88% of the parents here involved, and many attribute the cause to the fact that activity projects are not prevalent in the grades.

About 70% of the parents visited school recently, according to the answers of question 9, and they expressed sincere satisfaction in what their boys and girls are doing in addition to storing knowledge. Less than 5% condemned activities in any way, and most of the criticisms

involved physical conditions of the building which could be remedied. Improved health, public speaking experience, education, confidence in self, self-expression, fellowship, co-operation, future help, self-reliance, life views, leadership, character training, obedience, dependability, practical training, initiative, courage, development of talent, clean sportsmanship, world-mindedness, are typical advantages that parents declared they could name in activities. Football, club, favoritism, and time from scholastic subjects were the only things connected with the activity program that were rated harmful. A few again, of course, named undesirable physical set-ups that an old high school building bestowed upon this particular junior high school, but time will alter these in any school. The unfortunate phase is that only half the total number answered this question. There were 162 people who said definitely that they felt that none of the activities were harmful. It even seems that parents want the school to enlarge upon this program, for they suggest Bible clubs, swimming, etiquette practice, school bank, hockey, maintenance of gardens, first aid, activities in the morning and afternoon, indoor tennis, baseball, social functions, girls' sports, etc., on a larger scale and in addition to what has already been established of these parents 89% can see where practical use is being made of the training received in activity participation, and within 2% of the same number can see the advance of the worthy use of leisure time as another result. Even 46% evidence

"life work ideals" resulting, and this fact alone must justify the extra-curriculum. Less than 70% are in favor of detention after school hours for the work, yet 46% believe that they ought not all be a part of the regular school program. About 12% proclaim their interference with home duties. Several parents, like many professional people, question the time of day for them. So like Fretwell, the master, we are not sure either; and according to such response, there is reason to believe that parents will be willing to have the "extra-curricular return to the curricular."

The answers to the question "What activity in school would you say is doing the most practical good for your child?" rank the activities' practicability for the child almost identically as they are ranked by students in the field. Curricular physical education ranks with the leading activities, but then it is "another thing that we never had when we went to school." But disregarding that fact what more could be desired than to see assembly, clubs, athletics, paper staff, and home room given their due rating by parents? About half the parents advise as to choices of pupil participation in activities but clearly define the fact that the child makes the final decision; the other half allow the choices to be made entirely by the child with no advice given. There is also about equal division of opinion as to compulsory participation. The sponsors of the program are also divided on the possibilities of such procedure and time must tell. One most interesting remnant of by-gone days was this statement by one parent, "It would be all right to compel them to take part if I could do the compelling." That poor child!

Are parents interested? When 62.3% read the school's mimeographed newspaper each week and 84.3% read the school news in the two local daily papers, perhaps no better answer is necessary.

Now, as in Days of 1835, the American public school needs the staunch support of those who believe in what the school is doing, and this typical group of parents affirm a hearty sympathy with what is being done in this field of present day school life.

Paul E. Klinedinst is teacher of mathematics at Hannah Penn Junior High School, York, Pennsylvania.

My Views on Student Government

John S. Neal, Jr.

At the meeting of the National Association of Student Government Officers, held in Washington, D. C. in connection with the convention of the National Education Association, last July, John S. Neal, Jr., was selected President of this organization. We immediately asked him if he would give us his views on student government and he responded with this article. Mr. Neal's address is 109 Dell Street, Hollidaysbury, Pennsylvania. The Secretary is Warren E. Schuell, 504 Clayton Building, Sapulpa, Oklahoma.—The Editor.

THERE WAS a time when it was not recommended to teachers to allow the pupils to take a responsible part in guiding the lesson in the classroom. It was completely put up to the teacher to hold the class, and not give the class an opportunity to hold itself. Thanks to many pioneers in school and teaching reform, many classrooms of today are as democratic units as can be found anywhere. Today the classroom work is interesting, recreational, and creational. The students teach themselves to a great extent and the teachers take the attitude of a coach. It cannot be denied that students get more out of school under the present system of teaching.

How thankful we students of this age are for such unlimited opportunities to express ourselves and to learn from the expressions of our fellow students! There has been such a great stride in the development of education that it has opened the eyes of educators, too, and started developments toward great progress. Whereas the first stride has gained the freedom of expression and made the classroom more interesting and more educational for the student, the present development of what is termed student government is leaning toward a practical preparation of the student for actual participation in local government and perhaps of the government of county, state, or nation.

Student government participation in the government of the students of the school has gained a place among the foremost educators of our country. Organ-

ized national associations of the various student governments of separate schools have been formed throughout the United States. The *National Association of Student Government Officers* is allied with the *National Education Association*. This recognition proves in part the importance of the institution of student government in the high schools.

So far as it has gone, student government has served its purpose. I predict a great future for student government. It can render a service to democracy that democracy never dreamed of. Schools owe much to democracy and I believe that schools—by means of their student government organizations—will make democracy even more indebted to the schools.

The school's purpose primarily is to develop citizenship. The student government branch of the school aims to develop participation in government. There was a great need in the past for more conscientious citizens. There is a need today for more conscientious office holders. There is no better place to train for citizenship than in the schools, and I see at present no better place than the student government organizations of the schools to develop material for local government participation.

At the convention of the National Association of Student Government Officers in Washington last July 3rd my talk was on the subject "Should the Student Council Train Students for Leadership in Non-Partisan Politics Locally?" I strongly upheld the affirmative side of this question. Now I am more deeply and wholly convinced than ever before that it is a vital question for the schools to consider, and furthermore I believe it should be answered unquestionably in the affirmative.

Most students complete their formal education with graduation from high school. Non-partisan politics cannot be taught adequately enough along with these subjects to meet the need. History, economics, etc. do not cover politics com-

pletely enough for students of high school age.

If the school is to serve society, it must give more than a knowledge of political machinery. The student must see beyond the mechanisms, to the purposes of political institutions, and to the possibilities of associative living. This cannot, however, be done in the student government organizations of every school.

Student government has worked admirably in gaining the cooperation of students to work with the faculty and with one another. I believe, however, that student government is entering a new phase. This phase will include the practical study of local government. It will prepare the students working with it to have first rate knowledge of the mechanisms and purposes of government. During this training I believe that a most altruistic and conscientious spirit can be developed which will prove invaluable to the student and to society.

If this system of teaching and preparing the members of student government organizations for actual service in the community in non-partisan politics were adopted, there would be in a few years a definite improvement in the local political situation. The old line *politicians*—champions of special interests—would be replaced to a great extent by conscientious *champions of the people*. I may be regarded as only an idealistic boy, who knows nothing of the ways and workings of such things, but nevertheless I shall not lose that ideal. We must have a way to combat evil practices of government and underhanded political dealings. In the schools we are taught Latin, chemistry, and geometry. I am thankful for the opportunity to study them. But has the school given students the very thing, in

these subjects, that is most necessary to a citizen of a democracy? We need that which in the name of our country we can hold forever before us with flaming brilliance. We are at present attempting to submerge the war instinct of mankind. In its stead we must supply something worthy of following with all the spirit of war times. There is no better way to fill this need than to enlist the armies of high school students to fight for freedom against the fetters of interest-serving politicians.

We must not be drastic. In that way we could make no progress. But with school training by someone in charge who is broadminded and tolerant enough to handle the subject, we could gradually prepare our nation for political freedom. I admit that politics is a ticklish subject to handle, and especially non-partisan politics. But this is not an impossible task, and we should strive to install it in the student government organizations throughout the country. All youth is said to be idealistic. Is not that period of adolescence and idealism an admirable time to nurture such ideals?

We have a superb educational system, but it must keep growing as demand grows. The future may call for more than the present offers. A training in non-partisan politics will help to supply that demand.

United action is imperative for success. There exists an opportunity for all high school student government organizations to unite and exchange ideas and discuss their particular problems. Our National Association of Student Government Officers has an enrollment already of high schools in thirty-six states of the Union. Why not join us?

School Assemblies

M. Channing Wagner

ENGLISH PROGRAMS

The assembly offers a splendid opportunity to display the work of the English class. Every opportunity should be given to stress the work of good English, not

only in the English class room, but in every other department of the school; and choice presentations of these projects afford excellent material for assembly programs.

ENGLISH PROGRAM I

One of the best assembly programs that I recall, was put on by an English class studying American poetry. Several of the pupils, especially boys, were not interested in the work to the extent that they should have been. The English teacher asked permission to put on an assembly program with some of her pupils. She chose to have the pupils dramatize "The Courtship of Miles Standish." For the most part she used pupils who had not been enthusiastic about the study of poetry. They became intensely interested in preparing for this program. They searched about for costumes and stage scenery imitating that era of American history, and studied the poem to find out all they could concerning the characters. They presented the program in an interesting way, and the pupils were delighted with it because it had come from the work of their class in poetry.

ENGLISH PROGRAM II

Another very good program which I have seen was in the nature of propaganda by the English literature division. The purpose was to induce the students to look upon the characters about whom they read, as human beings, and the method employed was the dramatization of a party at which several of these characters appeared and discussed their unkind reception by the students of that particular school. Mr. Jarvis Lorry assured Julius Caesar that he, himself, had been slandered by certain girls of the sophomore class who had dubbed him an old fogey. Sir Kay grumbled that the students of the school showed no better judgment than had the knights of Camelot in considering him a fool. Silas Marner complained that he had received very little sympathy from the juniors who had recently heard of his troubles. Each character, whether in presenting his own troubles or in agreeing or arguing with some one who had just persented his, spoke much as he might be expected to speak, with the result that they did assume rather human aspects. Of course there was considerable humor, but it impressed me as being very well controlled, and in subsequent discussion we found that practically all of the pupils had learned something. The applause which the program drew gave proof that the

learning process had not been in the least painful.

ENGLISH PROGRAM III

The following program was put on by a tenth grade English class.

The class took up the matter of presenting a program, determined to make it entertaining, thought-provoking, and interesting. After discussion the class decided to give pantomime characters taken from the books that were read in school and the characters of which should be known by the majority of pupils. They selected characters like Scrooge, Rowena, Robin Hood, Rip Van Winkle, Tom Sawyer, Ichabod Crane, Topsy, Pollyanna, Will Scarlet, and Allen-a-Dale. The pupils decided to summons the pupils to the stage by a magician, for whom an oriental setting was made. The class cooperated in getting costumes and decided who should represent the various characters. Each character was to be interpreted by the individual who had that part. The characters were to be suggested by readings given before the characters appeared on the stage. Ballots were distributed to the entire assembly and recognition was given to the high scorer; that is, the one who knew or had the most characters named correctly.

ENGLISH PROGRAM IV—"GOOD BOOKS"

Purpose: to make our pupils appreciate good books.

Previous to the assembly all the members of the various English classes give a book report in connection with their regular work. The best from each class is chosen and further elimination contests are held until each class is represented by one individual or one group. These individuals or groups appear in the assembly on "Good Book Day."

The report is limited in time but it may take any form—a monologue, a dialogue, a dramatization, or a discussion. The object is to interest the audience in the book. Sometimes one scene or several brief incidents are told in part, but the speaker or actor works up to the climax and there he stops, leaving the outcome in doubt and making the listeners wish to read the book for themselves.

One such program was as follows:

Seniors—"The Bridge of San Louis Rey"—an appreciation

Juniors—"Tom Paints the Fence"—a dramatization

Sophomores—"Interesting Incidents" from "Ten Worlds to Conquer"—a resume

Freshmen—"Scene from 'Cyrano de Bergerac'"—a dialogue.

At the close of the program a committee from some club in your city may present a book to the individuals or group arousing the most interest. If a group receives the book, it will generally be presented to the school library. Interest is aroused here because of class rivalry as well as the excellence of the report given.

ENGLISH PROGRAM V

Purpose: Guidance of students through students—leading them to desired conclusions through their own activity.

Procedure Employed: Dramatization of scenes calculated to emphasize the undesirability of wide use of slang and colloquialisms. The play centered around the members of a household where mother, father, and grandmother were much distressed over the slang and college talk employed by the son and daughter in all the family conversations. Their remonstrances were of no avail and drastic measures had to be resorted to. Plans were laid by the older members of the family immediately prior to the visit of a young college friend whom both the son and daughter wished to impress and to whom they had pictured their home surroundings as polished and cultured. To their consternation the guest was greeted by Father with a "Put her there, old top," and similar slang and school phrases fell in rapid succession from Mother's and Grandmother's lips. The entire dinner table conversation was so frequently punctuated with cheap talk and slangy expressions that the young folks "surrendered" and promised to watch their style of speech ever after. It was a good lesson in the use of good English, without "preaching."

ENGLISH PROGRAM VI

Dramatization of Pyramus and Thisbe

Purpose: (1) To acquaint the students with the story, so that they can more fully appreciate the humor in Shakespeare's use of it in "Midsummer Night's Dream."
(2) To familiarize the students with mythology.

As the story is read by some one off stage, the students, costumed, act it out

on the stage in pantomime. There were no properties or scenery. (The time, place, and setting are given by the reader.) The actions of Pyramus and Thisbe are quick and fairylike. Wall is suggested by a person holding a doughnut, the chink in the wall! The costumes of all the characters, Tree, Lion, Lantern, etc., are suggestive of their parts.

We have suggested a lot of material which can be developed into good assembly programs. The programs can be worked out in the English classes as culminating activities and then presented before the entire student body. After the assembly is over, of course, there should be the follow-up work in the various classes.

Remember the thesis of Dr. Fretwell which serves as the basis for all assembly programs, "That the assembly program grow out of the work of the curricular activities of the school and then return again to enrich them."

ASSEMBLY PROGRAM ON NUMBERS

Pupils are always interested in the story of numbers. Many interesting assembly programs have been developed around this interesting topic. The following program was presented by the William P. Bancroft Junior High School in Wilmington by a 7A class.

Program

"Time When People Couldn't Count," by a pupil

"Finger Counting in Early Days," by a pupil

"Finger Counting at the Grain Exchange," demonstrated by a pupil

"Other Counters than Fingers," by a pupil

"How Number Names Were Developed," by a pupil

"Interesting Facts about Writing Numerals," by a pupil

"Old Babylonian Numerals," by a pupil

"Greek Numerals," by a pupil

"The Zero," by a pupil

"Arabic Numerals," by a pupil

"Arab Traders Bring Hindu-Arabic Numerals to Europe," by a pupil

"Importance of Hindu-Arabic Numerals in Change from Medieval to Modern Ways of Living," by a pupil

"Other Inventions in the Field of Numbers," by a pupil

"The Graph," by a pupil

Graph showing average temperature in our city for six days

Graph showing increase in population of U. S. between 1850-1930

Graph showing four spelling lessons and average

(These graphs were made by pupils).

EDUCATION PROGRAM

The following assembly program was given by a junior high school in the nature of an original play entitled, "What Education Means." Just the bare outline is given here and it is suggested that the pupils of a class or home room write a play around this outline.

Scene I. Two children come seeking Education. When they have found her she agrees to help them by summoning the various subjects that they may study in school. Thereupon Music, Art, Library, Science, Gymnasium, Literature, etc., come to tell the children what advantages they each have to offer boys and girls seeking an education. At the conclusion, the children thank Education for giving them the opportunity to receive a good education. They speak as if they are to be "given" the education and are quickly told that they will get out of their school work only in proportion as they work hard themselves. Ignorance then comes and coaxes the children to go with her as the way is pleasant but Service intervenes and tells the children that it is only through service that one achieves growth. The way of Ignorance may be pleasant but it brings no results of a good nature in the end. Being more convincing, the children follow Service, who gives them a book in which they are to record their achievements.

Scene II. The children return to Service. They show her that the book has many stories of what they have been able to do. She encourages them to do even better than they have done. At this place, the book may be presented to a member of the new group in the school asking them to try hard to do worthwhile things in their new situation that "they may make the school a more beautiful place because they have been in it."

ASSEMBLY IN MEMORY OF SOME OF THE GREAT MEN OF OUR COUNTRY

Purpose: "Because you lived, the world is lovelier,

Because you dreamed, the way is clearer still."

Program

1. Science: Alexander Graham Bell, "His Greatest Invention," by a pupil
2. Art: James Whistler, "Stereopticon pictures of Mother, Little Rose, Battersea Bridge," explained by a pupil
3. History: Theodore Roosevelt, "Some Interesting Facts About His Life," by a pupil
4. Music: Edward MacDowell, "To a Wild Rose," and "Etude," by a pupil
5. Literature: Mark Twain, "Living pictures of scenes from his books," by a group of students

ASSEMBLY ON CHEMISTRY

The City of Wilmington is the center of the great E. I. duPont deNemours Company and as a result of this many interesting programs have been given on the work of the chemists, and their part in our industrial world. The following outline indicates the material for an interesting program to give an appreciation of the work of the chemists:

Program

- "What the Chemist Gets from Coal Tar," by a pupil
 - "What the Chemist Gets from Wood," by a pupil
 - "By-Products of Wood," by a pupil
 - "What the Chemist Gets from Skim Milk," by a pupil
 - "What the Chemist Gets from Oat Hulls," by a pupil
 - "What the Chemist Gets from Air," by a pupil
 - "How Farm Wastes Are Being Used," by a pupil
- Any town can base a similar program on local industries and interests.

ASSEMBLY PROGRAM ON BOOKS

It is suggested that a very interesting program be developed by taking the prominent characters from a book and have them pose in a large frame to represent the book plate. A man or woman may be represented as sitting before a fireplace thinking about his favorite books. The characters step out of the frame to speak or to act. The following books are suggested: Henry Esmond, Macbeth, Silas Marner, Hiawatha, Uncle Remus.

M. Channing Wagner is assistant superintendent of schools of Wilmington, Delaware. His book, **Assembly Programs**, is a widely known and an immensely popular one. Arrangements have been made by which he will give **School Activities** readers assembly programs monthly.

An Effective Color Ritual

Lillian Shuster

I WAS SHOWN to a seat in the auditorium of the Ponca City Senior High School by a member of the reception committee of the Student Council. The auditorium became dark, and the student body rose as one person and stood at attention, as the first strains of "The Star Spangled Banner" filled the room. Then the spotlight from the right balcony enhanced the beauty of the American flag and of a flag of red and blue as they were carried proudly down the aisle by two students walking single file, with another student walking between the flags. The American flag has never looked more beautiful to me than it did then as the light fell upon the folds of red and white. Evidently the students felt its beauty, too, for they seemed to become more erect and alert as the stars and stripes passed and were placed on the stage at the right. The flag of red and blue, the Ponca City High School flag was carried down the aisle and placed on the stage at the left.

Then I heard over seven hundred red blooded American boys and girls join in the pledge of allegiance to my "flag and to the nation for which it stands." Their sincerity would indicate that there may truly be "liberty and justice for all." I was impressed by the care with which the flag was placed in the socket in the stage floor, with the dignity of the student as he stood by the colors, and by the upturned face of the student who followed the flag.

Still standing at attention, the students sang the first verse of "America," and the feeling with which they sang was evidence that to them this song is indeed a song of praise.

Just then the spotlight was turned on the school flag, and the student body led by one of its members repeated the student's creed. The Ponca City high school creed, formulated by the students themselves, is:

"I believe in Ponca City High School and in the things for which she stands—health in body, honest work, generous

comradeship and reverence for the spiritual. I believe in achievement and I pray for forcefulness to accomplish what I set out to do. I believe in loyalty to our school and her traditions. I pledge upon my honor to help in all her undertakings, in all that will make her a stronger and nobler school, and I promise to do all that is within my power to become a student who will match our building."

Then with all the loyalty and enthusiasm of youth, the students joined in singing the school song, "Ponca City, We Love You," and as they sang, it was obvious that these students did love their school. The student who carried the flag stood by it until this song was finished and then went off stage, left.

Six people were on the stage, three on the right, and three on the left. One on the right had led the student's creed, another the songs, and the third led in the devotional part of the ritual. On the left were the principal, the student to act as chairman of the meeting and the guest of honor. These people as well as all in the audience had participated in the color ritual. As the school song was finished all were seated.

A student on right stage stepped forward with the Bible in his hand and read a passage of scripture, Ecclesiastes 3: 1-15. The choice of the passage seemed especially appropriate: "To everything there is a season, and a time to every purpose under the heaven—He hath made everything beautiful in his time, etc." After the scripture reading the student gave an original prayer. Then while the student body sat with bowed heads, students off stage sang an Amen chant. How many individual prayers arose from the hearts that seem so carefree? More than some of us think, I imagine.

Then the principal arose and for the first time spoke to the student body. He made a few announcements and introduced the student chairman of the house,

giving some of the reasons for the choice of chairman. The student chairman welcomed the guests in the audience by reading their names and inviting them to visit again in Ponca City High School. Then he explained the nature of the program which followed.

The student body was in a receptive mood, ready for a program of elevating numbers. I was impressed by the reverent, earnest attitude of the students, and by the beauty of the simple ritual. There was really an environment where "honest work generous comradeship, and reverence for the spiritual" were found—a student attitude where constructive teaching could be done through the avenue of the assembly program, where participation and appreciation were in the audience as well as on the stage.

Here is the program as it was carried out.

PONCA CITY SENIOR HIGH SCHOOL GENERAL ASSEMBLY

November 6, 1934

Student Chairman _____ Ed Haggard

Part I

Color Ritual:

1. Ulysses Willis—American Flag
 2. Lorene Kiefer—School Flag
- Pledge of Allegiance _____ Gayle Summers
 "America" _____ Assembly
 Student Creed _____ Josephine Nickless
 "Ponca City, We Love You" _____ Assembly
 Devotionals _____ Helen Humes
 Amen Chant _____ Arranged by Mr. Cunning
 Announcements _____ Mr. Howell

Part II

Presentation of Honor Guests

Mrs. James S. Plummer, Chief Sophomore sponsor

Andrew Snake, a chief of the Ponca Indians

Introduction of five full blood Indian students

SPECIAL PROGRAM

Presented by the Sophomore Class

Dramatization, Longfellow's "Hiawatha"
 Mandomin _____ Charles Hutson
 Hiawatha, the man _____ Everette Cook
 Hiawatha, the boy _____ Edward Dwyer
 Nokomis _____ Vivian Ann Howard
 Arrowmaker _____ Jim Hughes
 Iago _____ Charles Criswell
 West Wind _____ Margaret Edgington
 Wenonah _____ Wendolyn Bever
 Minnehaha _____ June Suttle
 Reader _____ Lenore Finnie

—o—

Stage Manager _____ Dee Ashenhurst

Quartet: Marjorie Hand, Mildred Burrow, August DeWiggins, Wilma June Henderson

Violin _____ Rosemary Jones

COLOR RITUAL

The Speakers' Bureau selects the students who participate in Part I, the color ritual, and the assembly committee from the Student Council arranges Part II of all assembly programs.

It seems that student responsibility and student activity, together with some cultural formality, such as a ritual similar to the one described above, may offer a solution to the problem of assembly conduct and attitudes.

Lillian Shuster is Director of Extra-Curricular Activities, Ponca City Senior High School, Ponca City, Oklahoma.

A Newspaper Dream

One-act Skit in Two Scenes

Ruth Pettigrew

Characters

Jack Lester _____
 Editor of high school newspaper
 Donald McAdam _____

Associate and sports editor
 Lucile Parker _____ Girls' sports editor
 Helen Swift _____ Feature and news editor
 Ruth Dunlop _____ Exchange editor

Henry Adams _____ Headline writer
 Rose Daniels _____ Assembly reporter
 Louise Sanford _____ Column editor
Scene: A high school newspaper office
Time: The present

Scene I

(As curtain rises, Jack Lester is seated at table on which are typewriter and newsbasket. He is reading a copy of the latest edition of the high school newspaper. He rises with paper in hand, strides across stage, tears his hair, and returns to table.)

JACK.

Oh, dear, the paper has just come out,
 My troubles will begin, no doubt;
 It's not my fault that the paper's small,
 And doesn't contain the news of all;
 Four pages will carry only half
 The news turned in by the writing staff;
 No matter how timely or quick witted,
 Half of it *has* to be omitted.
 Oh dear, oh dear, oh dear.

(While Jack sits with head in hands, all other characters rush across stage shaking copies of the paper at Jack. Helen indignantly faces Jack. As she talks to him, the other characters, who are standing and sitting in semicircle, nod heads in agreement.)

HELEN.

What's the matter, I ask you
 With my latest interview?

You may not think I had to scheme
 To write up the captain of the team.
 He's too busy, it's a shame,
 And too modest even to tell his name;
 But I finally cornered all he knew
 About himself and football too;
 Then I wrote it all, and wrote it well,
 Anyone who reads could tell.

ALL.

That she wrote it all, and wrote it well,
 Anyone who reads could tell.

HELEN.

I'm telling you, without a doubt,
 You left the very best part out.
 You mixed up what you did get in—
 If he sees me, he'll break my chin.
 Your work is absolutely gory—
 You surely butchered up my story.

JACK.

Really, I wasn't entirely to blame—
 There are often two ways to spell a name.

HELEN.

Now I'm tired of this baloney,
 Everyone knows how to spell "Tony."

JACK.

Oh dear, oh dear, what a frightful shame!
 But I'm not the only one to blame;
 Remember please, I'm telling you,
 The typist, the copy-reader true,
 The setter of type, the printer too,
 The one who reads the proof all through—
 All or any, you may construe,
 Could be to blame for this hullabaloo.
 HELEN.

You should see that all is right;
 The paper simply is a fright
 Because my story isn't right.

ALL.

The paper simply is a fright
 Because her story isn't right.

HELEN.

Won't the football captain swear
 When he sees his story isn't all there?

ALL.

Won't the football captain swear
 When he sees his story isn't all there?

LOUISE *(shakes paper angrily at Jack)*.
 Now, will you please tell me the reason
 why my "Auntie Mary" column didn't
 get into the paper this time? It's not the
 first time it's been omitted, either. What's
 the use of having a paper at all if my col-
 umn isn't there? How do you expect the
 love affairs of this school to get along
 without Auntie Mary's advice? Some of
 them have been in a terrible condition late-
 ly, and no one has taken any interest in
 straightening them out. Many a quarrel
 could have been patched, and lovers
 brought together again. Oh, no one else
 has any sympathy for the poor lovelorn.
(Shaking paper at Jack) You brute! You
 cruel hearted wretch!

Have you ever loved a girl so true
 When she loved someone else than you?

ALL.

Have you ever loved a girl so true
 When she loved someone else than you?

JACK. Well—er—I—er—can't exactly
 say,—I—er—

LOUISE.

Then if you have, you need advice;
 Auntie can help you in a trice.

No matter what the case may be,
 She's equal to emergency.

Without any thought of pay
 She helps the lovelorn on their way,
 Through all the troubles that oppress,
 To life's enduring happiness.

Broken hearts she can restore,
 So they can truly love some more.

(Turns toward audience)

Many students here today

Can very truthfully say
They owe to Auntie Mary's arts
Their success in patching hearts.
JACK.

I'm sure you're right, and after this
Auntie Mary we will not miss.
We'll leave out interviews and sports,
Exchanges and assembly reports,
We'll leave out the jokes and personal,
And even the editorial,
We'll leave out the poem, even the ad,
But Auntie Mary must be had.

LOUISE. That's all right for the next
time, but what a sorry muddle everybody
is left in till the next issue comes out.
Some affairs will no doubt be beyond all
remedy by then, and you will be to blame.
JACK.

I'm sorry, oh, so sorry; I'll try to do my
part
To make up for my negligence, and cure
each breaking heart.

LOUISE (to others).
Then if you've had heart lacerations,
Or need some speedy alterations,
Just write her all the ills that ail you—
And Auntie Mary will not fail you.
ALL (to audience).
Just write her all the ills that ail you—
And Auntie Mary will not fail you.
DONALD (shakes paper in Jack's face, and
points to sports page).

Will you kindly impart to me,
When sports took the form of a faculty
tea?

JACK.
I'm sure we printed no report
In which a tea was called a sport.
DONALD.

You put the things on my sports page,
You took up room—it's an outrage—
And left out a perfect football story
In which the home school team won glory.
What sports am I to write about
When pink teas crowd my stories out?
ALL.

What sports am I to write about
When pink teas crowd my stories out?
You copy took up too much space,
The faculty tea was all we could place.
DONALD.

Something is rotten, all will agree
A sports page should not carry tea.
ALL.

Something is rotten, all will agree
A sports page should not carry tea.
DONALD.

And now will you give me a gentle hint

As to why my column's not in print?
I collected the dirt around this school
And aired it all for the column rule
(Removes from his pocket a copy of his
column and holds it out for Jack to see.
All crowd around to read it.)

ALL.
Oh, let's see! Let's see! Let's see!
Is anything in there about me?
DONALD (pointing to an item)
This with my name isn't true—
I think we should leave that out, don't
you?

HENRY.
Where did you get that dope on me?
I didn't think anyone could see—

HELEN.
Who told you that he stayed so late?
I'm sure he started home at eight.

LUCILE (to Donald).
I see the crime you have committed,
No wonder your column was omitted;
Low-down on the editor won't do.
(To Jack) You didn't like that joke on
you.

JACK. Well er—well er—I can't say—
DONALD.

That's all in the game, so let it stay.
And all of you now get away.
The paper needs some fun and wit
To liven up its page a bit.

This column appears for all of us,
Or I'm gonna kick up an awful fuss—
ALL.

His column appears for all of us,
Or he's gonna kick up an awful fuss—
Unless the low-down is on us.

JACK. Or me.

LUCILE.
Speaking of sports, I'd like to know
Why the girls don't get a show.

When one makes a record new,
Isn't some encouragement her due?
Shouldn't her name be known by the
school

If she can swim across the pool?
Shouldn't she have a little fame
If an honor team contains her name?
Doesn't the paper care at all
If she score high in volley ball?
I'd like to know, I'd like to know.

ALL.
She'd like to know; she'd like to know.
JACK.

Oh dear, oh dear, what a frightful shame!
But I'm not the only one to blame.
Your stories all were good, no doubt,
But some simply had to be left out.

LUCILE.

Then why don't you let the good stuff
crash,

Instead of filling the paper with trash?
Really, my stories should have been
printed;

Not a one of them should have been
stinted.

ALL.

Really her stories should have been
printed

Not one of them should have been
stinted.

ROSE.

As for me, I can't excuse
The slaughtering method you seemed to
choose

For handling my latest assembly news.
Don't you consider an assembly report
Just as important as any sport?

The interests of the whole school meet
In the assembly—that's my beat.

Here the songs of the school are sung,
Here are presented the honors won,

Here the announcements all are made,
Here the pep is on parade,

Here the athletes get their sweaters,
Here are given the envied letters.

Now do you think I should excuse
The leaving out of assembly news?

ALL.

Now do you think she should excuse
The leaving out of assembly news?

JACK.

I've told you the trouble, the paper's too
small—

It can't contain the news of all.

HENRY (*showing paper*).

Everybody knows that every story out
Must have a headline to show what it's
about.

Now why, oh why, I'm asking you,
Are my headlines all askew?

ALL.

Now why, oh why, he's asking you,
Are his headlines all askew?

HENRY (*pointing to headline*).

I wanted large type used for this,
And see how very small it is.

Two lines, it was supposed to be,
And yet it has been changed to three.

Your paper will always be a fright
Unless you keep the headlines right.

There is no balance or symmetry
With headlines written haphazardly.

JACK.

All headlines large we had to taper

To get them in a four page paper.

I've told you plenty of reasons true
That apply to every one of you;

But since I fail to make you wiser,
Just go and blame the staff's adviser.

I'll give up trying to make you see,
But please don't lay the blame on me.

RUTH.

I think this paper's all the bunk!
It's nothing but a lot of junk—

A paper that's run according to rules
Prints the news of others schools.

I write exchanges, many ensuing,
About what other schools are doing,

And find that only one or two
Are chosen to be used by you.

Just what, I ask, has been amiss,
That the paper has come to such as this?

ALL.

Just what, we ask, has been amiss,
That the paper has come to such as this?

DONALD.

If it's true you're not to blame,
Come across and play the game;

Tell us the real cause of this plight,
We'll try to help you get things right.

JACK.

Since you're ready to sympathize
And give me aid in this enterprise,

I'll freely give you all the dope
Why this paper's on the slope,

By simply making a clean confession—
All is due to the Depression.

The reason your stories fail to crash
Is simply that we're lacking cash.

In fact, believe me, 'tis no joke,
Our high school paper's almost broke.

This is the reason, I'm telling you,
For cutting the size of the paper in two.
Too bad, too bad, but this is so,

ALL.

Humph! It isn't even funny
That the paper staff is out of money.

Why is this true, why is this true?
What can we do? What can we do?

JACK.

The way to increase the paper's size
Is to make the merchants advertise.
I've made them sales talks that would
move

Even a book agent to approve;
But what do you suppose they say
When I see them every day?

LUCILE.

We don't know; what do they say,

When you see them every day?

JACK.

They say they cannot make concession
To advertise in this Depression.

They say they're up against the wall,
And can't make anything at all;

They say of currency they're stript—
They haven't greenbacks, gold, or script.

They haven't money to pay their taxes,
Or hire their help, or grind their axes.

Oh, they're in terrible condition;

My heart near breaks with deep contri-
tion

When I think I made them reveal to me
Their wretched state of poverty.

ALL (*shake heads and repeat solemnly*).
Their wretched state of poverty.

HELEN.

I think it is a frightful shame

That this Depression is to blame

For everything that's blue and glum—

Why did it ever have to come?

LUCILE.

Why let this absurd Depression

Become the country's one obsession?

I really think it's trying to leave,

But people grab it by the sleeve,

And cling to it like a leach,

Afraid to let it out of reach.

DONALD.

I've heard it said, and know it's so,

That this Depression has to go.

No matter how people rant and shout,
The poor old Depression's about worn out.

Good times are coming in by inches

Depression is giving us dying pinches;

And when Prosperity says, "Hello,"

The advertisers will get the dough.

ALL.

You bet they will, let's tell them so.

HENRY (*to Jack*).

Now, you stay here till we come back;

Don't take your hat down from the rack.

We're going to tell to one and all

The news of the Depression's fall.

ROSE.

Around the corner we'll have some fun,

Catching Prosperity on the run.

RUTH.

We'll grab and hold him by the hand

And let him broadcast through the land.

HELEN.

We'll tell him he can no longer stay

Around the corner down the way.

LOUISE.

We'll greet him very merrily,

All hats off to Prosperity!

HELEN.

We'll let all the merchants know

They will reap just what they sow.

LOUISE.

You bet they will, let's tell them so.

ALI (*joyfully leaving*)

Come on, let's go! Let's tell them so!

(*Exit all except Jack. Curtain*)

Scene II

(*Same place, a week later. As curtain rises, Jack is seen seated as before, but this time he is reading an eight page edition of the paper, which is just off the press. He smiles as he reads, then rises and walks delightedly across stage.*)

JACK.

Another issue! Boy, oh boy!

Eight big pages filled with joy!

All the stories the staff could write

Are here to face them in black and white.

The advertisers crowded thick

When they found the Depression was
really sick.

This large edition's off with a bang!

I'm really anxious to see the gang.

(*All enter, each waving a copy of the new paper, laughing, gaily chattering.*)

ALL (*to Jack*).

You have truly our permission

To say this is a good editon.

HELEN.

Here is all my interview

With the athlete from Missou

Every word of it is true.

LUCILE.

All my girls' sports are given space

From dominoes to an airplane race.

My column has its rightful place.

LOUISE.

And here is Auntie doing her part,

Giving advice to the lovelorn heart.

RUTH.

We're no longer left to guess

What other schools say in the press;

My exchanges all are printed here

To make the news of our neighbors clear.

(*May read items of interest about neighboring schools. This however, may be omitted.*)

ROSE.

Just look at my assembly cluster!

I'd no idea they'd all past muster.

HENRY.

This paper really is a beauty;

Your type-setter surely did his duty.

DONALD.

Here's even the column I submitted—

I surely thought 'twould be omitted.

If you don't think I had reason ample,
Listen to this, I'll read you a sample.
(*Reads from paper jokes and amusing incidents that have happened around school.*)
ALL (*wave papers*).
You have truly our permission

To say this is a good edition.
JACK.
All our troubles now have fled;
Poor old Depression is cold and dead,
ALL (*with Jack*).
We say with all sincerity
All hats off to Prosperity. (*wave papers*).
(*Curtain*)

Bawl Days

A One Act Play

Emma Mae Vickrey

Characters: JEAN, BARBARA, RUTH, ANN, PEGGY, BETTY, *vivacious high school girls belonging to a society in school.*

Scene: Living room in Jean's home.

As the girls arrive, they take off their hats, and engage in lively conversation. They must be careful not to let the audience see the inside of the photographs which they have. That part should be kept a semi-mystery.

An electrical projecting machine may be used for throwing the photos on a sheet which has been stretched in the middle of the room. If desired, a sheet may be stretched on a folding screen and brought to the front of the room if the machine will not throw the light very far. You may even lower the stage curtain, making two scenes of the act, and place the sheet upon the curtain.

Baby photographs of basketball stars may be secured from the mothers and used for this purpose. Any boy's name may be used for those which are used in the manuscript.

JEAN. Let me see your "find." (*Barbara hands her the picture.*)

BARBARA. Aren't they just too "utterly utter" for words? When is the rest of the committee due?

JEAN. They are supposed to be here now. But you know how slow some of the gang are. I can hardly wait to begin. Oh, here come Ruth and Ann laughing themselves sick. (*Sees girls from the window where she has gone to look for them.*) (*Enter Ruth and Ann. They offer pictures to Jean exclaiming*)

RUTH and ANN. Oh, look! (*Jean and*

Barbara go off into paroxysms of laughter when they inspect the photos.)

RUTH. I can hardly wait until Peggy and Betty come. Are you sure no one knows about this program? I'd die if a word got out. I know some of the boys suspect something. I've been bombarded with an avalanche of questions. You know how curious Jim is! Well, from now on, Miss Sphinx and I are twin sisters.

(*Enter Peggy and Betty. More commotion is caused when the girls see the new pictures.*)

PEGGY. Behold, a gold mine! I shall not sleep a wink until I get these precious things back, unharmed to their owners.

BETTY. I tell you I never realized how priceless these are. Let me see what you girls found. (*Interchange of pictures. All of the pictures are finally placed in a row, backs to the audience, and the girls look them over.*) A regular rogue's gallery!

JEAN. Come on, committee, let's start. You know it's so hard to think of a new, clever, and original idea for a pep program. I believe this plan we have discussed is all of that. Just wait until we give this program in assembly! I know the boys will faint.

BARBARA. Well, they will have their mothers there to take care of them, for I heard that they all intend to be there when we give the program.

RUTH. I think it is about time we start practicing. Do you still want me to take care of the projector?

JEAN. Yes, and will a couple of you help me tack this sheet on the wall? (*Peggy and Betty help.*) Now then, Barbara,

you and Ann are to stand on either side of the curtain and explain each picture. Are you ready, Ruth?

(Girls take their respective places. Ruth takes care of the projector, and Betty helps with the pictures. Barbara and Ann stand on either side of the screen. Peggy and Jean hold manuscripts as if to prompt.)

RUTH. Yes.

JEAN. Go ahead.

(Picture No. 1 is thrown upon the screen)

BARBARA. This is the adorable JIM HARDY at the innocent age of six months. You can readily see that JIM started early in life training for basketball. His diet evidently agreed with him. You know JIM has always dreaded being a "sissy." One day, when he was five years old, he said to his mother, "You know when I was a was a baby, I was a girl, but now that I am big, I am a boy." "How do you figure that out?" the mother asked. "You can't fool me," JIM answered. "When I was little, I wore dresses, and now I wear pants." Which all goes to show that clothes make the man.

(Second Picture)

ANN. What could be more like our beloved Captain than this remarkable resemblance? This was a difficult picture to get owing to the fact that BOB always used to be in motion. He seems to have been in the act of giving signals. This signal, perhaps, means, "Come get me, mother. The funny man makes me tired. Why does he jump about like a monkey?" BOB was always a precocious child. When he was in kindergarten, his mother told him, one day, not to forget his tuition. "But," said BOB, "what I can't understand is why I have to take 'two-ishen.' Why wouldn't 'one-ishen' be enough?"

(Third Picture)

BARBARA. Serious? Oh my, yes! Did you ever see BILL when he didn't look like Sir Oracle, himself? It's a habit that has grown upon him since childhood. You never saw such an energetic and purposeful child. Instead of basketball, when he was young, it was gardening. One spring, BILL got the consent of his parents to plant a garden. "What will you plant?" BILL's father asked. BILL quickly replied. "Oh, I'd like to plant some lillies, Zennias, lettuce, radishes, and oh, daddy, would you buy me some sauer kraut seed, too?"

(Fourth Picture)

ANN. Such curls! Such dimples! Girls

may well envy this picture. Isn't he sophisticated? LAWRENCE always was a dear. The best I ever heard about him was when he asked his mother if geese laid gooseberries.

(Fifth Picture)

BARBARA. Here is DICK in all his glory. Just as irresistible as ever! In early youth he tackled his parents with questions. And the results were sometimes most disastrous. It was a custom of DICK's parents to spell anything that they didn't wish him to know. One evening, a couple of months after DICK had first started to school, Mr. Baker suggested to Mrs. Baker that she go to DICK's teacher and find out how he was getting along. "She will just say that he is an a-n-g-e-l as she always does," spelled the mother. "Does that mean hyena, mother?" DICK inquired.

(Sixth Picture)

ANN. TOMMY, as sure as you're born, and he looks real glad to see you, too! When has TOMMY ever been at a loss for an answer? He knows all of them. TOMMY's motto was "Suit the action to the word." If he couldn't think of the correct word, he coined one. This is a good one on TOMMY when he was four years old. He came home, one day, after going to the farm, with his father, to see one of the tenants. "Did you have a good time, sonny?" his mother asked. "Yes," was the prompt reply. "What did you do?" "I axed a tree, cobbled some corn, and I found a hammer, but daddy wouldn't give me anything to ham."

(Seventh Picture)

BARBARA. Would you ever hazard a guess that this one is our own PAUL? Such a pious look! He got a great deal out of his Sunday School. One day, when he was seven years old, PAUL returned from Bible school, and his mother asked him about whom they had studied. She was surprised when he answered, "Just about a guy who went into a tabernacle to burn insects!"

(Eighth Picture)

ANN. This is wide awake HARRY. Nothing slips his attention. We learn in literature that "the child is father of the man," and we know it is true, for HARRY began early in life to be interested in natural history. The most puzzling question he ever asked his parents was, "What kind of a tic is a politic?" Permit us to suggest, HARRY, that it is the most vicious

blood sucking tic in existence.

(Ninth Picture)

BARBARA. JOHN next makes his bow to you. Association means everything to him. His mother tells an amusing story about JOHN at the impressionable age of three. It seems that JOHN was particularly tired on this special occasion, and when it came time to repeat his prayers after his mother, he could hardly keep awake. "Say your prayers, dear, then hop in bed," the mother instructed and then started, "Now I lay . . ." "Egg," came the faint reply.

(Tenth Picture)

ANN. The reason DAN is so quick and responsive is because he has older brothers and sisters. Another thing we have noticed about DAN is that he is so willing to lend a helping hand. We have learned that he was in the habit of helping his older brothers with their studies. One

night, he gave some particularly useful information. "Dad," an older brother asked, "can you tell me what bird never builds a nest nor raises young?" Before the father could answer, DAN spoke up, "That's easy. It's a jailbird."

(Eleventh Picture)

BARBARA. What little child does not like pets? JUNIOR had about every kind of an animal that you can imagine a child living in town can have. There was just one animal he didn't have, and since it seemed easy to JUNIOR to get, he took the work of Providence into his hands. One morning, when JUNIOR was about four, he was seen digging up the soil in the garden and sticking feathers in the dirt. "What are you doing, JUNIOR?" his mother inquired. "Planting feathers, so I can have lots of chickens this spring," JUNIOR assured his mother.

Curtain

News, Notes, and Comments

The Speech Institute held at the Chippewa Falls High School on November 23rd and 24th was highly successful. The total attendance was over three hundred. A varied program was arranged. Sectional meetings were held on the various phases of speech work. General meetings were held to deal with fundamentals of speech work. Exhibitions were given in extemporaneous reading, debate, and play coaching. Wisconsin High School Forensic Association officials who were present were Miss Almere Scott, Secretary, Mr. C. W. Dodge, Chairman of Eau Claire District, and Mr. H. C. Mason, Chairman of the River Falls District.

At a business meeting it was decided that the tournament plan of conducting the debate organization for the coming season be continued with certain detailed improvements. This action was taken unanimously by the representatives of all schools registered. The tournament will be held at Chippewa Falls again, and Principal H. M. Lyon was elected as local manager. Many schools expressed satisfaction with the tournament plan and were eager to continue with it as a decided improvement over the old plan, involv-

ing long trips, expensive judges, arguments over judges, delays in schedule, long distance phone calls, and other confusion.

Eighteen of the fifty-five Omaha schools replaced grade cards last spring with chatty informal letters to parents telling about their children's work. Instead of specifying "failure" or "promotion" they simply stated the room at which the child was to report for the next semester's work.—The Gleaner.

SCHOOL NEWSPAPERS WELCOME

Some schools send their school newspapers to the *School Activities* office. Often the copies are marked to call the editor's attention to news items showing what the school is doing in extra-curricular activities. When possible, news received in that way will be passed on to *School Activities* readers.

NEW RECREATION STRATEGY CALLED FOR

There is strong opposition to anything smacking of super-imposed activities, according to Roy Smith Wallace of the Na-

tional Recreation Association. Recreation leadership in the future, he says, will not be as much confined as hitherto to places such as parks, playgrounds, schools and centers, nor to agencies. It will be focused more on helping individuals to discover and develop their interests and hobbies as a lasting source of satisfaction and a growing cultural interest throughout their lives.

The State of Texas has an extensive program of interscholastic activities. An idea of the nature and scope of these activities may be had by reading the "Constitution and Rules" published by the University of Texas. It is a book of more than a hundred pages. The cost is fifteen cents per copy.

EXTRA NUMBERS AT HALF PRICE

New subscribers to *School Activities* will be interested to know that, besides complete files of back numbers at \$1.50 per volume, several hundred assorted back numbers are available at ten—no two alike—for a dollar, cash with order.

FERA FAVORS RECREATION PROJECTS

The federal relief administration, it was pointed out by Aubrey Williams, its assistant director, strongly favors recreation projects such as building playgrounds, tennis courts, bathing beaches, swimming pools and gymnasiums, and developing parks as well as giving employment to recreation leaders as one of the most constructive kinds of work projects for the unemployed.

"I shall never forget one thrill I got in New Orleans," said Mr. Williams. "The workmen were draining a thousand acre swamp in the center of town for conversion into a park. The area had been a swamp from time immemorial, I suppose.

The National W. C. T. U. each year conducts what is known as the "Ada Mohn-Landis Prize Contest." It is by this means that original material suitable for readings is secured. Cash prizes range in amount up to twenty-five dollars. A bulletin setting forth the literary requirements and rules of the contest may be had by writing National W. C. T. U. Publishing House, Evanston, Illinois.

SPEAKER SERVICE

You who are officers and committee

members in charge of arrangements for educational meetings and programs and who are desirous of contacting talent in extra-curricular speakers should write *School Activities*. Describe briefly the type or phase of extra-curricular activities you would have treated. We will then put you in touch with the kind of speaker you need. Write *School Activities Magazine*, Topeka, Kansas.

Federal Aid to Education, compiled by E. R. Rankin, is a debate handbook published by the University of North Carolina Press. It is No. 2 of Vol. XIV of the University of North Carolina Extension Bulletin. It is a book of a hundred pages. It contains excellent material on the current debate question.

TESTS AVAILABLE IN BASKETBALL

Can basketball skills be measured? Is it possible to discover tests of achievement that can be given to players and used by coaches to help them to pick the best players for a team? In trying to answer these questions Mr. Frank Dominguez under the direction of the physical education department of the University of Texas is carrying on a study aiming at the standardization of achievement tests in basketball.—The Interscholastic Leaguer.

WARNING

The National Honor Society has met with such great success that imitations are springing up in different parts of the country. These pseudo honor societies seem to have largely a commercial objective, and plan to exploit scholarship for financial ends. Members of our department are warned to beware of any plan to sell pins or emblems to pupils under the guise of scholarship, and are urged not to lend their aid or influence to such organizations.

The Department of Secondary-School Principals recommends only the National Honor Society and the National Junior Honor Society.—Bulletin of the Department of Secondary School Principals of the N. E. A.

Readers of *School Activities* are invited to send in short news items telling what new and interesting is being done in the field of extra-curricular activities.

Have You Read These?

By the Editor

With this number we inaugurate a "HAVE YOU READ THESE?" department with the hope that its suggestion will be helpful. Although *School Activities* is, in the main, devoted to extra-curricular activities and many of these references will concern this field, others of a more general educational nature will also be included. In order to make this section as valuable as possible we shall refer only to those magazines which are more or less readily accessible in almost any library.

A school museum? Why not? For a definite, well illustrated, and very attractive article on this topic read "Improving on Barnum—Plans for a Children's Museum," by John Carl Duff, in *The Nations Schools* for November, 1934.

"Freedom" is a popular word these days. Consequently, it gets into educational literature quite frequently. "What is Freedom in the Classroom," by Laura Zirbes, in the November, 1934, number of *Progressive Education*, places a logical emphasis upon freedom from emotional stress and strain, unsocial motivators to achievement, and . . .; well, you read it. It is not at all uninteresting.

Are you sympathetic or unsympathetic with the use and connotations of such terms as "health guidance," "educational guidance," "moral guidance," "recreational guidance," etc.? If you are the former and might become the latter, or if the latter and wish support for a view of "guidance" as "vocational" only, read Harry D. Kitson's, "Getting Rid of a Piece of Rubbish," in *Teachers College Record* for October, 1934.

After you have read this article on "Rubbish" turn back to the one which precedes it—"A Newspaper Unit for Schools," by B. F. R. Stolper—for a detailed description of the development of a school newspaper from the reading of current dailies to the completion of the project.

What do you think about junior high school interscholastic football? A pertinent article on this theme, by a competent writer—Vincent Geiger, Principal of the Edison Junior High School, West Orange, New Jersey—presents the "No" side of the argument. Find it in the November, 1934, number of *Junior-Senior High School Clearing House*. Maybe you'd like to support the "Yes" side. If so, we'll be glad to examine your beliefs with a view to possible publication. If there is a line, it forms at the right.

Did you ever "bluff"? Of course not! Do your pupils ever try to "bluff"? Very often! Then you will be interested in H. K. Moore's "Bluff Callers" in the October 1934 number of *The High School Teacher* magazine.

Maybe you don't believe all that you read in the newspapers, particularly that news which concerns foreign countries and world affairs. If so, your skepticism will certainly not be decreased by G. Seldes' article, "The Poisoned Springs of World News," appearing in the November 1934, number of *Harper's* magazine.

Might you by any chance be interested in a hobby exhibition or demonstration? Of course you might. Then read, "A Hobby Show in Syracuse," by F. E. Miller, in *Religious Education*, for October, 1934. He will show you how to provide for large and often unconsidered groups; and also that while hobby exhibitions are interesting, hobby demonstrations draw the largest crowds.

If you are concerned about some of the conflicts in your school—idealism vs. individualism, materialism vs. ethicalism, progress vs. retrogression, hindsight vs. foresight, hand vs. head, to mention a few—look up in *The American Teacher* for October, 1934, L. H. Thornburg's article, "Schools vs. People."

Are participants in college athletics, music, and dramatics of lower scholastic

ability than those who participate in oratory, debate, publications, and departmental clubs? Do fraternity men and sorority women rank higher or lower in academic achievement than the less fortunate "barbarians"? Don't answer, for you might be wrong; at least on the basis of O. M. Mehus' investigation as reported in "The Academic Achievement of College Students in Different Kinds of Extra-curricular Activity," in the September, 1934,

number of the *Journal of Educational Sociology*. Why not a similar investigation in the high school? Think it over.

And, finally, for our old friend "Leisure." In the October 13, 1934, number of *School and Society*, W. B. McPherson writes a challenging article on "Leisure—a Curse or a Blessing." By all means read it.

Who's Who In Extra-curricular Activities

EVAN E. EVANS—"Somewhere between Socrates, with his inductive questionings, and the modern impersonalized instruction, the teacher in the little red schoolhouse, teaching the three R's and character, was side-tracked by departmentalization, specialized teaching, the consolidated school, and the modern plant in secondary education. Somewhere in the evolutionary process, the personal touch was lost and statistics in mass production came into prominence. Much was gained; much was lost. The gain is to be nurtured, preserved, and the loss must be replaced. *The home room is the one substitute offered for the lost teacher-pupil equation.* It takes away none of the value of departmentalization, and the social attributes of the large high school; yet it offers the workable plan whereby one teacher assumes the responsibility cast off in the effort to make the school fit the growing attendance."

So writes Evan E. Evans, a pioneer in the field of the home room plan, according to Dr. Harry C. McKown in his book, "Home Room Guidance."

Evan Evans, superintendent since 1931 of the Winfield (Kansas) schools, is a native Missourian; but after seeing service with the heavy artillery during the World War, he returned to Baker University, where he took an A. B. in '20. His master's degree was granted by the University of Chicago in 1928. Earlier

positions he filled were principal of high schools in Cherryvale, Neodesha, and Winfield.

Many of the Evans articles in *School Review*, *School Board Journal*, *Clearing House*, *School Activities*, *School Executives Magazine*, and others, have stressed problems of extra-curriculars. He has addressed the Schoolmen's Conference, the Extra-curricular Conference at Dearborn, and other meetings, on phases of the activities' program in the modern school system.

Writing in the *Junior High School Clearing House*, Superintendent Evans sets forth his objectives in the homeroom system, and his actual planning with teachers to make these objectives come true. (He is co-author with M. S. Hallman, of *Homerooms*, A. S. Barnes and Co., 1930.)

Presidencies seem to claim Mr. Evans for their own. He is president of the Kansas Schoolmasters Club; and has served his local Rotary club in the same capacity. He is on the board of directors of the Chamber of Commerce, and has carried numberless committee responsibilities in Winfield. Mrs. Evans carries her full share of civic participation, as well.

If every school administrator did as consistent a job as Evan Evans, of selling his school system to his constituency, taxpayers' leagues would be formed only to

promote, and not to protest. One of his pet hobbies, and one which bears fruit, is that sometime during every year, he or his assistants cull from the personal record card of each student in the whole system, some point of excellence or achievement, and drop the parents a note giving this information. Even an underprivileged pupil has "arrived" in some report or manual creation; and parents who expect the worst, when the note from the school is in their mail box, are delighted with the recognition of individual attainment.

Another feature of his school Mr. Evans describes thus:

"Each fall, before the opening of school in Winfield and following a general teachers meeting of all the teachers of the system, a series of three high-school faculty meetings are held. The first meeting is given to a discussion of the general routine of the school and the instructions for opening school. At this meeting a copy of The Answer Book is given each teacher and items of major importance stressed. At the second meeting an analysis is made of the general organization of the school with charts showing the extra-curricular and guidance organization. The third meeting is given entirely to a discussion of the homeroom plans. At this meeting each faculty member is given a copy of the Winfield manual and a copy of a Manual for Home Room Teachers. The first of these is the manual which contains detailed regulations for the general management of the school, extra-curricular organizations, and outlines for homeroom work, a copy of which is in the hands of every pupil. The second book is primarily for teachers and contains suggestions to homeroom teachers of things to do. Possibly the first introduction should be one thing not to do—Do not make the homeroom another class. The finesse and ingenuity of the homeroom teacher will be tested to see if the second secondary objective, "curricular enrichment," may be reached without permitting the homeroom to be an additional period of instruction with the homeroom teacher teaching rather than permitting the homeroom pupils to work on the problem."

Probably Mr. Evans' highest personal enthusiasm, if we except his young daughter Elizabeth, is the reading, owning and lending of books—fiction, drama,

biography, professional late releases, and shall we confess?—an avid taste for detective yarns and lots of them!—A.G.

A Maine educator heard the plaint for a long time about "frills in education." He knew that it was the cry of the overloaded taxpayer and he held his peace. But when the economy axe began to descend upon some courses considered indispensable, he answered the critics in a most unusual way.

He said: "Frills in education? Three centuries ago arithmetic was considered a fad. A century ago civics, geography and history were considered frills. Modern leisure without training is a liability to any community." A good answer.

Federal aid of the wrong kind, and the growth of the beginnings of educational despotism, however slight, will retard the development of American education for generations to come.—William F. Russell.

Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave.—Lord Brougham.

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Mildred H. Wilds, Department Editor

THAT MID-WINTER FROLIC

A midwinter frolic usually quickens lagging footsteps back to school after the Christmas festivities are over. When the thought of mid-semester examinations have taxed the mind with seriousness for so long, a complete relaxation at the conclusion of this period is especially welcome. Make your mid-winter dance a clever one and if the following one is used, there will be fun planning for it and carrying it out.

ROBIN HOOD'S BALL

Frances Burnham

The room where the dance is to be held can be arranged to resemble Sherwood Forest by fastening streamers of green paper down the side walls about three feet out. These were drawn back at intervals to form little alcoves or recesses where chairs and davenports were placed for the guests. To represent treetops green crepe paper cut into quarter inch strips about three feet in length is draped across wires stretched from side to side of the room at intervals of a foot or so. Birds and butterflies cut from crepe paper and stuffed may be hung by black threads from the ceiling wires or fastened on the streamers at the sides.

In one corner a huge golden moon floods the scene with its light. An old medieval tower built of cardboard and rack paper occupies another corner of the room. From it two little girls dressed in Robin Hood costumes of Lincoln green can serve punch during the evening and give out favors, etc. for the special dances.

The novelty numbers on the dance programs bear such names as "Robin Hood Promenade" which is the opening grand march. "Dance of Robin Hood's Band," partners for which are obtained by matching numbers on Robin Hood caps, "Hunters in Sherwood" in which numbers on tiny bows given to the boys match those on tiny arrows held by the girls, and the "Maid Marian Hunt" for which the boys find their partners by deciphering the entwined initials given to them.

THE CENTRAL HIGH SMILERS

Naomi Irvin

South Bend Central Senior High School had let its school spirit burn down to a tiny spark. The city was disappointed in its leading high school, and the local newspapers had tossed the student body the familiar "razzberry."

It was then that a booster club called the Smilers made its first appearance. It took upon itself the task of rekindling the Spirit of Central.

One phase in the revival plan was the planning of a series of pep assemblies in which an amusing pep stunt was presented.

For example, one of these stunts was participated in by two of the school's most popular students. One represented an ancient sage garbed in a long black flowing robe and carrying a mystic crystal. The other represented the Central Bear Fan and was appropriately costumed in a barrel. No scenery was used. A gruesome lighting effect provided a mysterious atmosphere. The crystal-gazer, with many a magic gesture, foretold of the success of the Central Bears in the oncoming basketball game, while the gangling Bear Fan reacted gleefully at every prediction.

The very simplicity and brevity of the skit were contributing points to the assembly.

A free-for-all pep program followed, and listening to the bursts of yells, and songs, one gathered that the Spirit of Central now flared in full flame.

IT AIN'T GONNA PAIN NO MORE

This stunt is based upon the familiar song "It Ain't Gonna Rain." The words were written by a committee of five boys in the Stunt Club of the Morrill, Kansas, High School. By observing the verse pattern and idea pattern any group can easily adapt the plan of this stunt to their own needs.

(Enter Chairman of Committee)

CHAIRMAN. Ladies and gentlemen, the number which four boys of our Stunt

Club will give you now is the response of the club to the request for a stunt on the program this evening. You may find this number somewhat painful, but it will not last long, and then, as the words of their song go, "It Ain't Gonna Pain No Mo'."

(Exit Chairman of Committee. Enter Quartet. Pianist in his place.)

FIRST SINGER.

A Freshman boy fell down the stairs

SECOND SINGER.

He landed with a thump.

THIRD SINGER.

He ran home to his mother,

FOURTH SINGER.

So she could kiss the bump.

ALL.

And it ain't gonna pain no mo', no mo';

It ain't gonna pain no mo'

He wasn't hurt, though he tore his shirt,

And it aint' gonna pain no more'.

FIRST SINGER.

A Junior flunked his physics test.

SECOND SINGER.

He tried so hard to pass;

THIRD SINGER.

Then he went down to the laboratory

FOURTH SINGER.

And took a whiff of gas.

ALL.

And it ain't gonna pain no mo', no mo';

It ain't gonna pain no mo'

His case was pathetic, tell he took the anesthetic,

But it ain't gonna pain no mo'.

FIRST SINGER.

A Senior quit his Freshman girl.

SECOND SINGER.

He thought it was a joke,

THIRD SINGER.

But she cried upon his shoulder,

FOURTH SINGER.

And he knew her heart was broke.

ALL.

But it ain't gonna pain no mo', no mo';

It ain't gonna pain no mo'

Your guess is right; he was back that night,

And it aint' gonna pain no more'.

FIRST SINGER.

Our team played _____ basketball

SECOND SINGER.

And _____ won the game.

THIRD SINGER.

Of course it was a dream I had,

FOURTH SINGER.

But it hurt me just the same.

ALL.

But it ain't gonna pain no mo', no mo'.

It ain't gonna pair no mo'

It was awful bad—that dream I had,

But it ain't gonna pain no mo'.

FIRST SINGER.

Our song is agony, we know.

SECOND SINGER.

It's terrible, we fear.

THIRD SINGER.

We see how you are suffering,

FOURTH SINGER.

But now the end is here.

ALL.

And it ain't gonna pain no mo', no mo';

It ain't gonna pain no mo'

We've done our bit, and so we'll quit,

And it aint' gonna pain no more'.

(Exit. When encore is needed the following is used.)

FIRST SINGER.

You like to suffer, don't you folks?

SECOND SINGER.

We like to sing songs, too.

THIRD SINGER.

Since you made that loud noise for us,

FOURTH SINGER.

We'll make this noise for you.

ALL.

But it ain't gonna pain no mo', on mo'.

It ain't gonna pain no mo'

For we've had our fun, and now we're done,

And it aint' gonna pain no more'.

I'M FOREVER BLOWING BUBBLES

L. E. Eubanks

Looking back over school days usually brings some memories of a favorite teacher, an especially enjoyable class, a party,

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er a first love, but none will forget Friday afternoons, when the weekly studies were temporarily forgotten, hands were folded and a story was told or read. Snow could fall outside the window; rain could pour down in spring; the ticking of the clock was the only thing heard as the story progressed.

In high school too often that delightful social time is lost. Why not renew it again, in the form of a social gathering in the assembly? The students might enjoy some new and different form of entertainment. Try blowing bubbles at one of your Friday afternoon social hours.

Perhaps most people consider the blowing of bubbles nothing but an amusement for young children, but that is because they have never gone into the art of the thing. Bubble-blowing has been made a study by certain scientists to determine the cohesiveness of fluids when subjected to internal pressure. You will find a lot of amusement and some instruction in blowing "fancy bubbles." You will need a leader to demonstrate, then all may join trying to equal or surpass the demonstration.

Experience will soon teach you how to prepare the correct soap solution; but do not forget that the openings of the blowers-pipes, straws, etc., should be well rubbed with soap. This is important.

Take a sheet of glass about six inches square, cover it with a thin film of soap solution and place it on the table. Now see that your straw is thoroughly smeared with soap, and blow a good-sized hemispherical bubble on the glass. Now dip your straw into the pan of soap solution, then insert it carefully into the first bubble and blow a second hemisphere. Put a third bubble into the second, etc. It is possible to do this eight or ten times, and if you are working in the sun the nest of bubbles will show some beautiful colors.

A pretty trick may be performed with a flower cut from thin paper. Fasten it with a pin to a good-sized cork. Moisten the paper flower well with soap solution, and blow a bubble on it. Then by inserting your blower-straw you can enlarge or reduce this bubble and it will work the flower's "petals" up and down accordingly.

The bubble "balloon ascension" is interesting. Cut out a tissue paper man about an inch long. Fasten a bit of thread to the man's head and at the thread's other

end attach a tiny paper disk. When the bubble is partly blown, stick the disk gently against it. Then blow the bubble larger and launch it. It will sail majestically away with the "passenger."

OF THEE I SING

Group singing should never die out in the modern school. For one thing it provides a unity in the student body, for another it awakens a respect and admiration for American folk songs.

In several instances, it has been found

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that superintendents refuse to entertain community singing in their schools because it creates a discipline problem. Perhaps if one investigated it would be found that the singing in itself was a farce or that the superintendent had no control of his students at any assembly meeting because of faults in personality. Community singing is not general shouting or a lazy man's way out of an entertainment, it should have its purpose.

American songs have a significance in the history and development of our country. There is romance and emotional meaning in most of them. Why not conduct community singing in the manner of a concert presentation with an explanation or prelude for each song?

From the University of Minnesota Bulletin comes an introduction to "My Country 'Tis of Thee."

My Country 'Tis of Thee—America
Samuel Francis Smith 1808-1895

A student, twenty-three years old, studying in Andover Theological Seminary for the Baptist ministry, wrote the American national hymn in less than half hour on the second day of February, 1832. His name was Samuel F. Smith, the author also of "The Morning Light is Breaking." The words were in part inspired by the tune we call "America," which he had found in a German collection of songs loaned to him shortly before by Lowell Mason, that master editor of hymn-books in the early nineteenth century. Mason had secured the book from William C. Woodbridge.

Authorities have disagreed as to where the tune came from—whether Saxony, Russia, Sweden, or England, in all of which countries it has been popularly sung to patriotic words. Because of its striking similarity to certain ancient tunes, it has been claimed by various writers to have come from an old French tune or a still older Scottish carol. The

probabilities are—and on this most editors agree today—that the first man to write the tune in nearly its present form was Henry Carey, an English composer, who lived from 1685 until 1743. Once when regret was expressed to Dr. Smith that his American national hymn is sung to the same tune as the British hymn, he replied: "I do not share this regret. On the contrary, I deem it a new and beautiful bond of union between the mother country and her daughter." The hymn was first sung July 4, 1832, at a children's patriotic celebration in Boston.

Tell this story and then let's sing it!

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Games, for the Group

Mary D. Hudgins, Department Editor

A NEW DEAL PARTY

Mary Dean

Here is the invitation:

With the New Deal in high favor

All the country through,

We (I) plan to have a party

Which brings a New Deal, too.

So if novelty is pleasant

And you sort of half way feel,

You like parties that are "different,"

Won't you come to our (my) New Deal?

Time Place

Host or Hostess

A WORD FOR THE NEW DEAL

Slips of paper are distributed along with pencils. At the top of each page is merely NEW DEAL. Guests are requested to make as long lists of words as possible using no letters save those which appear in NEW DEAL and repeating only such letters as are repeated in the words. A prize goes to the person with the longest list.

CELEBRITIES OF THE NEW DEAL

Select ten or twelve guests who are well known by everyone present. Ask them to retire to another room large enough to hold the whole party. Assign them names of prominent new dealers. One will of course be President Roosevelt, another Mrs. Roosevelt, another General Johnson, etc.

Call the other guests in one at a time. Introduce each to the celebrities. Immediately after a guest has been introduced to the whole line of new dealers instruct them to go down the line again and call each by name. Keep an account of results and award a prize to the persons who identify the greatest number.

A DEAL OF NEW THINGS

This is a guessing contest. Distribute slips of paper. On them there has been typed or written ten questions. Blanks are left for the answers. Ten minutes is given to complete the list. A prize goes to the one who has the most correct answers.

1. A new deal in humankind (a great hymn writer)—*Newman*.

2. A new deal in arrivals—*Newcomer*.

3. A new deal in ships (cities of the east)—*Newark*.

4. A new deal in posts—*Newel*.

5. A new deal in discovery (an island)—*Newfoundland*.

6. A new deal in the calendar—*New Year*.

7. A new deal in communities (great mathematician)—*Newton*.

8. A new deal in Latin America (western state)—*New Mexico*.

9. A new deal in refuges (college town)—*New Haven*.

10. A new deal in information—*News*.
Add similar items.

LET'S HAVE A NEW DEAL

For this game guests sit in groups of four around small tables. Decks of cards are distributed. One table is designated *head table*. Any card game may be played which allows a system of counting which may be made in the middle of a hand. This is made necessary by the very nature of LET'S HAVE A NEW DEAL. For as soon as head table has completed a single hand the hostess rings a bell and announces

"Let's Have a New Deal!"

Immediately players at the other tables stop playing. Even if a trick lies half completed on the table, not another card is dropped. Whether their table has completed two and one half hands or merely part of one hand they must stop instantaneously.

Rook will lend itself nicely to such playing. It will be comparatively easy to count the value of the tricks taken. Naturally an incompleting hand will not be required to make the bid.

"Old Maid" will serve nicely. Here players are scored negatively; for every card which the hand holds they are given a minus point.

"Michigan" and any sort of game which may be played with matches will fit the NEW DEAL idea nicely. Even if the hand is only partially completed, scoring will be easy. Let exactly the same rules apply which would be true of a completed hand. Matches in accordance with the number of cards still held are given to the player

with the least number of cards in his hand.

Plenty of time is given between hands for scoring at each table. Players progress from table to table as in other games. Naturally the same game must be played at each table.

A SNOW PARTY

Ida Dengler

Invitations will be most effective if written on the inside of white folders, which are circular save for a small bit at the left side which permits the two sheets of the folder to cling together. If the outer surface is brushed with colorless shellac and sprinkled with "Christmas snow," the effect will be even better. Stiff paper, preferably art paper, should be used. Here is the invitation:

Snow use for you to bother
About the weather, friend,
Even tho the sun's been shining.
Won't you come and spend
An evening of snowballing?
It really should prove fun.
So won't you come and join us
And see how it is done?

Make this party informal. Let the guests wander around about as they please. The kitchen is likely to prove more popular than the parlor. Well, why not? Isn't that where the pop corn balls are being made?

Because that's how it's a snow-ball party, everybody makes snowballs and then later sits around and eats them. Or, it can be an afternoon affair at which pop-corn balls are made to be sold at an entertainment held the same night. Under no circumstances should they be held over for the next day. Fresh popcorn is delicious. There's nothing worse than popcorn that is stale.

It probably won't be a bad plan to have two or more pots of candy-syrup boiling on the fire. Some people will like sorghum flavored balls, others will much

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prefer maple. Some might like a syrup of just white sugar, butter, and vanilla for flavoring.

Pop your own pop corn. That way you will be sure to have it absolutely fresh. Besides, in large quantities it's much more economical. It's not a bad plan to have shelled roasted peanuts as well. Many people like to crunch down on an occasional peanut when eating a popcorn ball.

Waxed paper will prove ideal for wrapping the balls. Even for home-party and immediate consumption waxed paper will prove useful. Paper may be used by the guests in holding balls while eating them. Waxed papers will also prove very effective as napkins. Take care to select paper which is not too heavy and stiff.

After the balls are made and everyone is sitting around eating maybe you will want to play a few games.

Suggest that everybody, or certain persons, write and later read or tell impromptu stories. Each sentence in the story must contain the word snow. To show how it is done the leader may read the following:

The snow lay thick on the ground. Snow-white was the coat of fur which Dolly Gordon wore when she started for a walk in the woods. But although she had a good start, Paul Fry, donned his snow shoes and followed. Stealthily he made his way behind here, for the depth of the snow made silent his footsteps.

At last when they were far enough into the depth of the snowclad trees he acted. He felled her with a snowball. "Snow use, my proud beauty," he hissed, "I have you in my power." But the snow-white purity of her brow held him back for a moment. In that instant, Hero Harold hove in sight over a snow bank.

After it was all over they buried Paul Fry in a snowdrift. Then they walked back home through the snowy twilight. Soon they were married and he vowed that forever after he would shield her as his snow queen. She in turn blessed the day that she first saw her snow man.

Refreshments

If the popcorn balls are made to be sold the hostess will have a hungry crowd to provide for. Nothing can produce a better appetite than the tantalizing fragrance of popcorn. Even if guests are supposed to munch contentedly all evening they will want something else to top off

with at the end of the day. Since popcorn balls are necessarily sweet, perhaps the hostess would be wise to offer refreshments which are not so sweet.

Scout around and find a "gingerbread boy" cookie cutter. Make white bread sandwiches. They will be especially attractive if left "open face" and spread with a paste made from cottage cheese. Use bits of olives (ripe or green) or pimento for features and buttons for the snow man, which has evolved from what might have been a gingerbread boy." Or cut sandwiches with a round cutter, and make some humorous remark about the snowballs being run over by a cold steam engine and flattened. Provided a paste other than cheese has been used in the sandwiches, make cottage cheese balls to resemble tiny snowballs. Marshmallows dipped in egg white and rolled in shredded cocoanut will add just the proper dash of "something sweet." Coffee will go well with such a plate.

Anyone with ideas for games or parties that are original or different is invited to submit them for her consideration with the view to publication here. Address all manuscripts to School Activities Publishing Company, 1013 West 6th St., Topeka, Kansas.

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School Activities Book Shelf

HOME ROOM PROGRAMS FOR FOUR YEAR HIGH SCHOOLS, by J. C. Wright, Director of Home Rooms, Senior High School, Keokuk, Iowa. Privately published; obtainable from the author.

This is a book of very definite home room program materials. It suggests topics, discussions, illustrations, questions, and sources for the presentation of many phases of the student's life and activities. These topics are organized into schedules for each of the eight semesters of the high school. Some 600 selected teachers and students from 42 Iowa high schools, both large and small, cooperated in providing the materials and also in rating and placing the various topics included. The volume should be of value to anyone interested in the home room.

RUNNIN' THE SHOW, by Richard Whorf and Roger Wheeler. Published by Walter Baker Company, Boston, Massachusetts.

This is a book for the dramatic interests of the school—a handbook for the director and stage manager. Written for amateurs, its explanations are easily understood and its directions are easily carried out. However, it speaks with authority that is found only in professionals. By numerous diagrams and drawings the authors of this book have supplemented the text material generously. Whether the need is for scenery, lighting, or noise effects, this book should be available to the dramatics department of every school.

HOW TO PRESENT THE GILBERT AND SULLIVAN OPERAS, by Albert O. Bassuk. Published by the Bass Publishers, New York, N. Y.

No one can afford to give a musical show without first having had access to this book. Choosing the Operetta, Organization, Business Management, The Director, Costumes, Scenery, Lighting and Make-up are chapter titles. A section of the book is given to the stories and other material bearing directly upon The Mikado and other Gilbert and Sullivan operas, but as a whole its content is

equally applicable to the production of any musical comedy or operetta. The director with limited experience will want to own a copy of this book.

CAREERS FOR WOMEN, by Catherine Filene. Published by Houghton Mifflin Company, Boston, Mass.

This is a revised and enlarged edition of an earlier work of this author. Its more than six hundred pages will make pleasant and profitable hours of reading for any girl who faces seriously the question of what she is going to do when she is out of school. It is a compilation of what successful women (many of them world-famed) have to say about the work of their chosen fields. Frankly and concisely it tells the advantages and disadvantages that go with each vocation, the salary that may be expected, the opportunities for advancement, the essential qualifications, and the best preparation. Among the contributors are Frances Perkins, Rachel Crothers, and other women of such fame. It treats of several hundred vocations open to women.

HIGH SCHOOL ADMINISTRATION AND SUPERVISION, by Philip W. L. Cox, Professor of Secondary Education, New York University, and R. Emerson Langfitt, Instructor in Secondary Education, New York University. Published by American Book Company, New York, N. Y.

These authors have given secondary school administrators and supervisors a great book. In ten parts, thirty-two chapters, nearly seven hundred pages, they have covered the subject comprehensively and well. The high school principal and his assistants will find their questions answered and their problems solved in this book. No brief review will give even a fair indication of the content of it. An hour a day with this book will soon give one years of rich administrative and supervisory experience.

PRACTICAL HIGH SCHOOL DEBATING, by Harold E. Gibson and Victor H. Sheppard. Published by Northwest-

tern Press, Minneapolis, Minnesota.

This title is particularly fitting. The authors, who are men of experience and outstanding success in the field of high school debating, have here passed on to readers the practical value of what they have learned. They do not treat technical phases of debating, but they do treat most thoroughly the every-day matters that must be handled by the teacher at work of coaching high school debate. This book is one that may be very profitably placed in the hands of the debaters as well as the coach. *School Activities* readers who have been following Mr. Gibson's treatment of current debate questions the past few years will welcome this chance to learn his philosophy and experience.

KEYS AND CUES, by Bruce Allyn Findlay and Esther Blair Findlay. Published by The Gregg Publishing Company, New York, N. Y.

This book contains a series of playlets designed for a dramatic way of teaching business attitudes, principles, practices, and contacts from the standpoint of the executive, stenographer, employee, and the public. For each play, there are presented the objectives in view, points for discussion, cast of characters, setting, and a synopsis. The stage settings, including the scenery, are simple and in keeping with business realities. The plays are in the forms of two-act, one-act, short plays, and sketches. This book offers a wealth of business information presented in an inspirational and entertaining manner and should prove beneficial in the commercial field of the junior and senior high schools and in their guidance of young people.

The situation demands teachers who are more than drill masters. The work of the teacher in our society must be measured by the degree of leadership which he is able to offer to young people in their attempt to understand our modern complex social life. He must be a student of society as well as a student of human nature. He must seek to lead boys and girls in their attempt to think straight with respect to the most difficult problems with which men have ever had to struggle. He must seek to develop those ideals which will make possible the regeneration of our society.—George D. Strayer.

Education cannot stop at fourteen. It cannot stop at sixteen. It cannot stop at eighteen. Education is going to expand to the point where it is going to include all who are eager for a better life.—Charles H. Judd.

Society will pay dearly for its short-sighted failure to educate the nation's children adequately and well for the challenge of new frontiers in American life.—Merle Prunty.

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Comedy Cues

THE DAILY INSPECTION

Small Boy: Daddy, I was appointed one of the inspectors today.

Daddy: What is a inspector?

Small Boy: One of those who goes around the room and looks at the necks and ears of the children and suspects them.

LOUD SPEAKER

Dr. Barker: Isn't that tie a little loud?

Dr. 1: It'll be all right when I put on my muffler.—The 1933 Pioneer.

"I don't think it's a sign of insanity because I talk to myself, do you?"

"No, but it would be if you'd listen to yourself."

SHODDY SHEEP

Old Lady (visitor on dude ranch): What's that funny stuff on the sheep?

Guide: Wool.

Old Lady: Wool? Huh, I'll bet its half cotton.

A crowd had been watching the flea circus intently—especially the antics of one finely trained little fellow. "Did you train that flea yourself?" asked one of the curious.

"Oh, yes," replied his owner. "In fact I raised him from a pup."—Pathfinder.

MISTAKEN IDENTITY

A little East Side New York kid had his Boston aunt visiting with him at Central Park. The boy sighted a sparrow in a tree and cried, "Oh, Auntie, look at the boid."

She corrected him, saying. "That's no boid, that's no boid, that's a BIRD."

"Gee," he replied, "it looks just like a boid."

A SURE WAY

The midday whistle had blown when Murphy shouted: "Has any one seen me vest?"

"Sure, Murphy," said Pat, "and ye've got it on."

"Right and I have," replied Murphy, gazing solemnly at his bosom, "and it's a good thing ye seen it, or I'd have gone home without it."

His mother was taking him to the barber shop for his first real hair cut.

"How do you want it cut?" she asked.

"Like Daddy's," said the youngster, "with a

ho'e in the middle."—Eleanor Clarage in The Cleveland Plain Dealer.

WANTS RECIPROCITY

A violinist was very much disappointed with the account of his recital printed in the paper of a small town.

"I told you three times," complained the musician to the owner of the paper, "that the instrument I used was a genuine Stradivarius, and in the story there was not a word about it, not a word."

"That is as it should be. When the Stradivarius Company advertise their fiddles in my paper, you can come round and tell me about it."—Journal of Education.

PLAGIARISM

When Mark Twain was living in Hartford, Conn., where Dr. Doane, later Bishop of Albany, was rector of the Episcopal Church, he went to hear one of the clergyman's best sermons. After it was over, Mark approached the Doctor and said politely:

"I have enjoyed your sermon this morning. I welcomed it as an old friend. I have a look at home in my library that contains every word of it."

"Why, that can't be, Mr. Clemens," replied the Rector.

"All the same, it is so," said Twain.

"Well, I certainly should like to see that book," enjoined the Rector with dignity.

"All right," said Mark, "you shall have it."

The next morning Dr. Doane received, with Mark Twain's compliments, a dictionary.—The Furrow.

UPPITY HENS

They had grown wealthy suddenly and had purchased a farm, replete with hens, cows, and pigs. Said a visitor one day to the daughter of the family:

"Do your hens lay eggs?"

"Oh, they can," was the lofty reply, "but in our position they don't have to."

SPEED THE PARTING

Caller: Won't you walk as far as the street car with me, Tommy?"

Tommy (age five): I can't.

Caller: Why not?

Tommy: 'Cause we're gonna have dinner as soon as you go.—Journal of Education.